County-Borough of Birkenhead.

EDUCATION COMMITTEE.

REPORT

ON

SECONDARY EDUCATION IN BIRKENHEAD,

WITH CHAPTERS ON THE EVENING SCHOOLS AND TECHNICAL CLASSES AND ON THE TRAINING OF TEACHERS.

BY

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INTRODUCTION.

THIS Report is the outcome of an inquiry made in the spring of 1904 on behalf of the Education Committee of the County Borough of Birkenhead. The duty which the Committee entrusted to me was that of reporting to them "as to the present condition, and the best means of extending and improving, secondary education (including technical instruction and the training of teachers) in the Borough, and its relation to the University of Liverpool."

In carrying out the task with which I was charged by the Committee, I have endeavoured to take account of all the varied educational activities of the Borough, and, after careful consideration of the facts, to frame suggestions for the extension and improvement of secondary education within its area. My aim has been to devise a plan which would meet the practical and pressing needs of all sections of the community, with the utmost economy consistent with real educational efficiency.

I desire to acknowledge the courtesy and consideration which the Committee and those connected with the schools and other educational institutions of the Borough have shown to me in the course of my inquiry, and the readiness with which, though often at much personal inconvenience, they have supplied me with all necessary information. My thanks are especially due to Mr. Councillor Solly, Chairman of the Education Committee, and to Mr. Robert T. Jones, Secretary of the Committee, without whose constant aid the difficulties of my task would have been very seriously increased. In the course of my inquiry, I received much help from my assistants, Mr. Cloudesley Brereton, M.A., Mr. A. J. Arnold, B.A., Miss S. Wells, B.A., Miss M. S. Beard, and Mr. J. L. Holland, B.A. The two last named have also given me valuable assistance in the preparation of this report, and in the revision of the proofs.

Chapter I.

STATISTICAL SURVEY OF THE PRESENT SUPPLY OF SECONDARY EDUCATION IN BIRKENHEAD.

ON February 1st, 1904, there were seven public or semi-public and twenty-two private schools, which may be considered as constituting the present supply of secondary education in Birkenhead.

Of the public and semi-public schools, three are for boys and four for girls, but three of the latter admit little boys to their junior classes. Of the three boys' schools, one (Birkenhead School) is a first grade day and boarding school with 172 pupils, of whom 30 are boarders. A second (Birkenhead Institute) is a secondary school of a lower grade. At the date mentioned above it had 171 pupils. The third is a preparatory school under the same management as Birkenhead School. Its pupils numbered 57. Between them, these three schools represent every grade of secondary education for boys.

The two public secondary schools for girls are High Schools, the Birkenhead High School, under the direction of the Girls' Public Day School Company Limited, and the Higher Tranmere High School, which is the property of a company of a local character. In February last, the first of these schools had 59 pupils, 4 of them being boys, and the second 115 pupils, all being girls. The two girls' schools of a semi-public character are Convent Schools of the Roman Catholic Church, and are situated on Holt Hill and at Rock Ferry. They had 150 and 50 pupils respectively. The first of these totals includes 12 and the second 14 little boys. At the Holt Hill Convent there were 56 boarders, all being girls. The Convent School at Rock Ferry, save in respect of the fact that it is under the control of a religious community and not of a private individual, would be more appropriately classified as a private school.

Thus in the seven public and semi-public secondary schools of Birkenhead, there were **774** pupils, this total comprising **430** boys and **344** girls. 30 of the boys and 56 of the girls were boarders.

The classification of the twenty-two private secondary schools, and the number of pupils which they contained in February last, are shown in the following table:—

Class.	Description.	No. of Schools.	Boys.	Girls.	Totals.
A.	Schools for Girls, admitting Boys to their Preparatory Classes	12	88	510	598
B.	Schools for Girls only, all ages ..	4	2	123	125
C.	Schools for Boys only, all ages ..	4	218	—	218
D.	Kindergarten schools	2	10	12	22
	Totals	22	**318**	**645**	**963**

Of these private schools exactly one-half were attended by boarders at the time of my inquiry. Of these boarders, 9 were boys and 79 were girls.

The total number of pupils of all ages who were attending the secondary schools in Birkenhead, was therefore **1737**, and this number included **748** boys and **989** girls.

The foregoing facts are summarised in the following table, which shows the relative proportions of day pupils and boarders, and of the pupils in private and in public schools.

Type of School.	Number of Schools.	Boys.			Girls.			Totals of Both Sexes.
		Day.	Boarders	Total.	Day.	Boarders	Total.	
Public and semi-public ..	7	400	30	**430**	288	56	**344**	**774**
Private	22	309	9	**318**	566	79	**645**	**963**
Totals	29	709	39	**748**	854	135	**989**	**1737**

THE SAME, IN PERCENTAGES.

Type of School.	Boys.			Girls.			Percentage of Full Total.
	Percentage who are Day Boys.	Percentage who are Boarders.	Percentage of Total Boys.	Percentage who are Day Girls.	Percentage who are Boarders.	Percentage of Total Girls.	
Public and semi-public ..	93·02	6·97	57·48	83·72	16 27	34·78	44·55
Private	97·16	2·83	42·51	87·75	12·24	65·21	55·44
Percentage of Totals ..	94·78	5·21	43·05	86·34	13·65	56·94	—

The Registrar-General's estimate of the population of Birkenhead at Midsummer, 1903, was 113,343. Upon this basis, the foregoing figures give 6·59 boys per thousand of the population and 8·07 girls as receiving secondary education in the Borough. 8·72

It is not possible to frame a general formula which shall express the number of boys and girls in any town or district who ought at a given time to be in the secondary schools. The educational needs of different districts vary according to the nature of the population. Moreover, in England, educational endowments are distributed in a very irregular fashion. The result is that some towns, as for example Birmingham and Bedford, have a more or less complete system of public secondary education, while others have had to rely almost entirely upon the outcome of private enterprise. The cost of secondary education to the parent is mainly determined by the presence or absence of endowment, and, therefore, the fees for a certain type of school may be twice as high in one town as they are in another. Again, the proportion of the population who are in a position to send their children to the secondary schools varies very much in different districts. We should naturally expect a town like Birkenhead, with its pleasant suburbs within easy reach of a great business centre, to have more children in its secondary schools, than, say, a manufacturing town in the heart of industrial Lancashire.

In view of this diversity of local conditions, the Royal Commission on Secondary Education, which reported in 1895, attempted no general estimate of the numbers of boys and girls who should be receiving secondary education in any district at any given time. The estimate

made for the Schools Inquiry Commission (1867), that there should be 12.28 per thousand boys over 8 years of age in the secondary schools, includes those for whom more appropriate provision has since been made in higher elementary schools and is therefore not applicable to the purposes of our present calculation.

For all these reasons, therefore, it is only possible to make rough comparisons with other towns (and they are not many) for which similar statistics have as yet been collected.

In May, 1894, approximate statistics of the number of pupils in schools in several south Lancashire boroughs were collected for the Royal Commission on Secondary Education. Oldham, with 131,463 inhabitants, had 1 boy and 1 girl per thousand of the population in secondary schools. Bolton, with 146,487 inhabitants, had 3 boys and 3 girls per thousand. Wigan, with 55,013 inhabitants, had 4.5 boys and 3.5 girls per thousand receiving secondary education. To make the comparison with these towns fairer, the boarders in the Birkenhead schools ought to be omitted; the proportion will then be 6.2 boys and 7.5 girls per thousand. The average for the whole of London, when the Technical Education Board began its work, was 3.4 boys and 2.8 girls per thousand; but Lewisham, a residential suburb with which perhaps Birkenhead may be fairly compared, had in the secondary schools 9.45 and 10.08 boys and girls respectively for every thousand of its population.

In making any comparison between the numbers of pupils in secondary schools in England, and those in the corresponding schools in Germany or in the United States, it must be borne in mind that the secondary school courses in Germany are more prolonged than is usually the case in England, and that in the United States the pupils as a rule begin their secondary school course at a rather later age than with us.

In Cologne, a city of 372,000 inhabitants, the secondary school population in 1900 was 3,275 boys and 1,675 girls, or 8.7 and 4.7 per thousand respectively. As compared with this, the secondary school population of Birkenhead is, proportionately, 238 behind as regards the boys, and 579 ahead as regards the girls. The attendance of boys in the German secondary schools is, however, increased by the privileges

granted in respect of military service to those who have satisfactorily completed a course of secondary education up to sixteen years of age.

In the United States of America, taken as a whole, there were, in the year 1901-2, 9.4 pupils per thousand of the population in the secondary schools, public and private. Compared with this, the proportion of pupils in the secondary schools of Birkenhead stands out well. But it should not be forgotten that the American figure takes into account rural districts and the educationally backward regions of the southern states. In some of the American cities, the proportion rises as high as 22 per thousand of the population

The general conclusion which may be drawn from these statistics is that, so far as the number of their pupils is concerned, the Birkenhead secondary schools do not suffer by the comparisons thus made. The further question of the standard of the work done in the schools is discussed elsewhere in this report.

Something should perhaps be said as to the number of Birkenhead children who attend secondary schools outside the area of the Borough. At the time of the inquiry upon the results of which this report is based, 23 Birkenhead boys were pupils in the two schools of the Liverpool Institute, and 6 were at the two Liverpool College schools in Shaw street. Three years ago, the total number of Birkenhead and Rock Ferry boys attending these four Liverpool schools was 30. The proportion has thus remained about the same. Further inquiries have led me to believe that it would be reasonable to estimate the number of Birkenhead pupils who go in daily to the Liverpool secondary schools at 60, about one quarter of these being girls. Of the number of Birkenhead children attending other secondary day schools outside the Borough, I have no knowledge. They are probably few. As a set-off, account may be taken of those who come into Birkenhead to school daily from out-lying districts. The number of Birkenhead boys and girls who go to more distant schools as boarders, is probably balanced by the 174 boarders in the Birkenhead schools.

It will be convenient to add here the number of pupils in the Council and Roman Catholic Pupil Teacher Centres at the time of my visit. Owing to the special character of the work which these pupils are doing, their numbers are not included in the totals of those receiving secondary education, given above.

Centre.		In Preparatory Classes.	Probationers	Pupil-Teachers.	Totals.
Council Centre:	Boys ..	1	4	6	11
	Girls ..	37	24	92	153
Roman Catholic Centre:	Boys ..	—	—	—	—
	Girls ..	13	—	12	25
Totals		51	28	110	189

Chapter II.

AN ACCOUNT OF THE SECONDARY SCHOOLS IN BIRKENHEAD.

IN the absence of endowments, secondary education in Birkenhead is now supplied from three sources.

In the first place, there are four schools, two for boys and two for girls, which are in their origin proprietary. That is to say, they have been founded by companies of proprietors who either forego all interest upon their capital or else, as in the case of the Girls' Public Day School Company, content themselves with a limited return, their primary object being, not to find an investment, but to supplement deficiencies in the existing educational provision. The four Birkenhead schools which form this group are (1) the Birkenhead School for Boys on Oxton Hill, together with the Birkenhead Preparatory School for Boys in Beresford Road; (2) the Birkenhead Institute for Boys in Whetstone Lane; (3) the Birkenhead High School for Girls in Village Road, Oxton, and (4) the Higher Tranmere High School for Girls in Clarence Road, Devonshire Park.

In the second group are two girls' schools whose object is to give education under the influence of the members of a religious community. These are the Convent School, conducted by the Faithful Companions of Jesus, at Holt Hill, and the Convent School, conducted by the Sisters of the Immaculate Conception, in Highfield Road, Rock Ferry.

The third and largest group represents the more individual enterprise of private persons, and the schools which compose it are classified as private schools.

In the following pages, an account is given of the part played by each of these groups of schools in the supply of secondary education in Birkenhead.

I.—THE PROPRIETARY SCHOOLS.

(1.) Birkenhead School and the Birkenhead Preparatory School.

Most important among the proprietary schools of the Borough is the Birkenhead School for Boys, with which must be associated the Birkenhead Preparatory School, the two schools being under the same governing body. Together, they provide for boys an education of the Public School type, self-contained and covering the years which lie between the nursery lessons and the University. Ninety per cent. of the boys in the Preparatory School pass on in due course to the Birkenhead School over the way. The remaining 10 per cent. are removed by their parents at about eleven years of age to boarding schools, in order to be prepared for entrance to one of the distant Public Schools. The Birkenhead Preparatory School is, in fact, what may be conveniently called pre-preparatory in its character. In the four lower forms of the Birkenhead School itself the curriculum is of the preparatory school type and, as is shown by the statistics quoted in the appendix, a few boys when in their fourteenth year leave at the end of this part of the course for such schools as Rugby and Shrewsbury.

Birkenhead School is doing admirable service to the Borough and to the district which surrounds it. Clearly first grade in character it has high aims, an excellent spirit, and a promising future. The Headmaster, Mr. Frederick Griffin, M.A., devotes himself to the interests of the boys under his care, and is raising the school to a position which reflects much educational credit upon Birkenhead. In his work he enjoys the support of an influential Board of Managers, who represent the Proprietors.

The immediate forerunner of Birkenhead School was the private school of Mr. Richard Wall. To buy this, a company was formed in 1860. The school was then called the Birkenhead Proprietary School. In 1871 it entered its present buildings and its name was changed to Birkenhead School.

The foresight of the then managers is proved by the fact that the school now stands in the midst of a developing residential suburb. The grounds are six acres in extent, and at the back of the buildings there has been levelled a good cricket field which is a great boon to the school, though it is not large enough, with the present number of boys, to stand the wear and tear of both cricket and football.

The school buildings consist of a very fine "big school" and eight class-rooms. Thirty years ago it was still the Public School fashion to

have three or four classes taught at once in one large school-room, and the design of the Birkenhead School followed this rather unfortunate tradition. The importance of having a large number of convenient class-rooms was not fully understood and the plan of the buildings suffered accordingly. At the Birkenhead School there are twelve forms to eight class-rooms. Nor, according to present standard, are the latter as commodious or as well-equipped as they should be. The Board of Education's building rules for new secondary schools require that the minimum accommodation for every scholar in a class-room shall be 18 square feet, or 12 square feet for every scholar, exclusive of a space for the teacher which must be of the full width of the room and not less than $7\frac{1}{2}$ feet in length from the wall to the front row of desks. It appears that, if measured by these requirements, as many as five of the eight class-rooms at Birkenhead School would be pronounced inadequate for the number of boys at present occuping them.

Adjoining the school is the Headmaster's house, which was built in 1878. This will accommodate 40 boarders, and contains the dining hall. Prayers are held daily in the Chapel, which dates from 1882. There are services on Sunday during term, but attendance at Chapel is not compulsory. The latest addition to the premises is the gymnasium, for which a detached room was built last year. There are a couple of fives courts in the playground, and a carpenter's shop.

The school has accommodation for 180 boys. On February 1st, 1904, there were 172 pupils, 30 of these being boarders.

The general aim of the school is to give a liberal education which shall fit boys for the public services, and for professional and commercial life. About 20 per cent. of the pupils pass on to the Universities, and about 60 per cent. enter professional and mercantile offices. About 5 per cent. proceed to technical schools, and 15 per cent. become apprentices to engineering.

The Preparatory School is conducted in two semi-detached private houses in Beresford Road, which have been carefully adapted for the purpose. There are six well-lighted class-rooms with floor space varying from 306 to 476 square feet. There is room for 75 boys and at present 57 are in attendance. The minimum age of admission to the preparatory school is six years, the usual entrance age being about seven years. To the Birkenhead School itself boys are not admitted under eight years of age, and it is usual to enter at about eleven. The greater

number of the boys in the preparatory school have, of course, been educated only at home up to the time of entrance, but even at that age about one-third of them have had experience of other schools, generally private. This preparatory school in its turn is the principal feeder of the junior department of "big school"; no less than 70 per cent. of the "big school" boys have come up through it; of the others one-quarter have come from private schools, and the rest have been taught by governesses.

For boys in the preparatory school the fees vary from £12 to £18 a year, according to age. Boys are admitted to the senior school on the nomination of shareholders or managers, and, in that case, the fees are, for day boys under ten years of age, £16 17s. 6d. a year; for those between ten and twelve, £19 17s. 6d. a year; and for those over twelve, £22 17s. 6d. a year. To boys who cannot obtain a nomination an extra fee of £4 14s. 6d. a year is charged. At the discretion of the Board of Managers, the sons of ministers of religion are admitted at a reduction of £3 in the annual tuition fees. The boarding fees are £50 per annum in the Headmaster's house, and £45 in the Second Master's. In both schools music and carpentry are extra subjects, and in the senior school there is an additional fee for drawing and practical chemistry. One of the great weaknesses of English secondary education is the comparative neglect of subjects which aim at establishing perfect correspondence between the brain and the hands. It is a misfortune that the three subjects which help to secure this correspondence should all be penalised by being made extra and optional. Drawing, at any rate, ought to be a regular subject of the curriculum for all boys at least as high as the Fifth Form, and no modern school can be considered well-equipped which has not a room set apart for its practice.

There are no entrance scholarships, but a school scholarship of £20 a year is open to all boys of one year's standing, and a Hind scholarship of £21 for two years is offered for competition upon the modern side every other year. Both scholarships are awarded on the results of the Cambridge Local Examinations. Besides these, a leaving exhibition of £40 a year for three years, tenable at a University, is awarded each year to the boy who, being of at least three years' standing, obtains the highest distinction direct from the school. The succession of University distinctions has been constant, including in 1904 two open classical scholarships at Oxford.

The Cambridge Junior Local Examination is taken by the Fifth Form, and some of the Sixth Form sit for the certificate of the Oxford and Cambridge Schools Examination Board. In addition, the Board examine the upper forms of the school in alternate years.

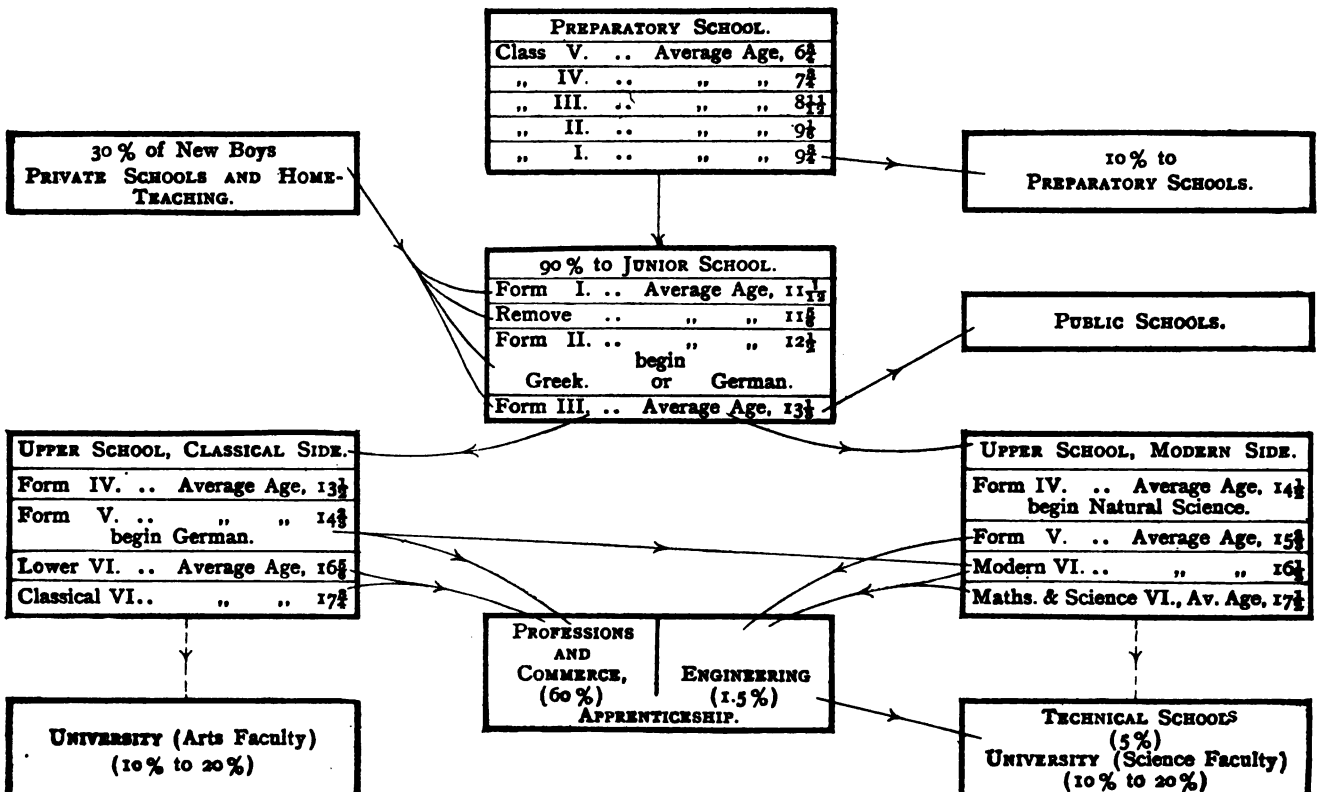
In both schools there is considerable *esprit-de-corps* among the boys, who are very jealous for the honour of the school teams in cricket and football; and masters and older boys are sedulous in coaching youngsters who promise well at the games.

The preparatory school is staffed entirely by ladies. The Head-mistress is Miss M. S. Cox, and she is assisted by four regular and four visiting mistresses. For gymnastics the school has the services of the senior school instructor.

The staff of the senior school consists of the Headmaster, the second master, Mr. H. C. Locke, B.A., and seven assistant masters. All the masters are graduates, seven of them in honours; seven of them also are registered in Column B of the Teachers' Register. There are visiting teachers for drawing, French, and gymnastics. The two visiting masters who take in-school classes teach between them 26 hours a week, the exact total of the school hours. Practically, then, there are ten masters, or one for every 17 boys. The average class, however, contains 14 boys, and there are, therefore, not enough masters to staff all the twelve classes. The consequence is that only one master gets six hours a week free time in school, the Head-master has to be content with three, and most of the other masters with one free hour. This, though as much as can be afforded under present conditions, is insufficient. If the fullest possible use is made of the school time, there will always be a large amount of written work to correct, and every lesson will have to be thought out ahead. In addition, teachers cannot be always giving out and never taking in. A master's private time ought to be his own, to be used in part for his own professional studies, and ought not to be encroached upon by mechanical correcting work.

The school is striving with slender resources to cover a wide field, and to cover it well. It endeavours to provide a liberal preparation for all forms of business and professional life, and in certain great departments of human learning to carry this preparation up to the level at which entrance scholarships are won at the older Universities. The annexed diagram shows how varied are its aims, and what proportion of its pupils pass on to Universities or direct into practical life.

BIRKENHEAD SCHOOL.



The organisation is skilful, and the most is made of the means at command. The spirit and tone of the boys are excellent, and the efforts of the Headmaster are loyally seconded by an admirable staff. But it cannot be expected that a small school, dependent entirely upon the fees of its pupils, can maintain a high standard of scholarship and equipment in all branches of its work.

The Science side is undoubtedly weak. The equipment for both chemistry and physics is very inadequate. At present two sets, of 17 boys each, are studying chemistry. The chemical laboratory and lecture room is a class room 26½ feet by 22, fitted with a demonstration bench which is not squarely in front of the boys, and having on one side a small working bench at which six students might stand. The master responsible for the subject is only free for two school hours in the week, and it is, therefore, quite impossible for him to give adequate time to the preparation of experiments for his lectures. Practical work is only taken by six boys. Physics is taught to a comparatively limited number of boys; therefore the want of a properly appointed physics laboratory is not so severely felt. A room in the basement of the Headmaster's house has been adapted for practical work and will accommodate six boys at a time. At present there are seven boys studying practical physics, three with a view to University scholarships, and two for the London University Bachelor of Science Intermediate Examination.

In order that all boys may gain that practical acquaintance with natural science, without which it is becoming increasingly difficult to understand the most significant developments of modern life, the science work of the school should be re-organized and re-equipped. There is need for a laboratory, fitted up for both chemistry and physics, large enough to accommodate twenty-five boys. It would also be highly desirable to build an art room for the drawing classes and to extend the carpenters' shop. For boys who intend to become engineers, drawing and educational hand work are essential subjects. They should also find a place in any plan of liberal education, among the aims of which is the concordant development of the mental and bodily powers.

(2) The Birkenhead Institute, Whetstone Lane.

The Birkenhead Institute was opened in 1889 as an undenominational proprietary day school for boys. The aim of its founders was to fill a gap in the educational system of Birkenhead by establishing a

secondary school, which would provide a liberal training on modern lines at a low fee. Among those who took a leading part in the establishment of the school was Mr. George Atkin, a veteran friend of education. To his energy, its later development has also been largely due.

The purpose of the school is to fit boys for business life and for some professional callings. As Greek is absent from the course of study, and Latin is alternative to a modern foreign language, the Institute is an English counterpart of a type of school not unknown in German commercial cities, viz:—a *Realgymnasium* combined with a *Realschule*, or a semi-classical secondary school combined with one whose curriculum is non-classical. The movement of opinion which has produced this hybrid type is the same in the two countries. But the history and present position of the Birkenhead Institute, when compared with what has taken place in almost parallel circumstances at Kiel, show how striking is the contrast between the course of educational development in England and in Prussia. The corresponding school at Kiel is the property of the Town Council. The Institute is the property of a company of private persons associated under the Limited Liability Acts, though the capital which has been expended upon it may justly be regarded as having been in large measure devoted to public purposes, the return upon the sums invested being little more than nominal. The school at Kiel has behind it the full support of public funds. But the Institute has no endowment: it is dependent upon the pupils' fees, eked out by the grant earned from the Board of Education upon that part of the school (hitherto four of the upper forms) which has been technically recognised as a secondary day school in the category known, until the last few weeks, as Division A. In the third place, the school at Kiel has no financial anxiety for the future. It can go steadily forward, able confidently to rely upon receiving all necessary support from the funds of the great community which regards its work with strong interest and civic pride. The Birkenhead Institute, however, is worried with pecuniary cares. It receives no aid from municipal funds. The Board of Education, though its representatives have in the past rightly pressed for costly improvements in its equipment, has now announced its intention of withdrawing its grants from this and other proprietary schools. Fourthly, every master on the staff of the school at Kiel is a public servant, a member of the educational Civil Service of the State; paid on a regular scale, entitled to reasonable and progressive increments of salary in proportion

to his increasing length of service; able to look forward, when his working years are over, to the enjoyment of an adequate pension, and relieved from one of the most harassing of personal anxieties by the knowledge that if he breaks down or dies in middle life, he, or his widow and children, will receive a compassionate allowance from the State. On the other hand, the assistant masters on the staff of the Birkenhead Institute have no sort of guarantee for the future. They hold their posts on sufferance; a vote of the Directors of the Company may at any time terminate their engagements on the expiry of the appointed notice. Like hundreds of other English secondary schoolmasters, they can count upon no increments of salary, regularly advancing in proportion to their lengthening term of efficient service. Their salaries do not permit them to make substantial savings for their support in old age; yet no retiring allowance awaits them when working days are done. In the event of a master's early death, his wife and children may be left destitute. Fifthly, in the case of Kiel, every detail of the school's curriculum has in recent years been investigated and re-adjusted to the practical needs of the rising generation by the distinguished, highly paid, expert official who serves for a long term of years, by the choice of the municipal council, as Mayor of the town. Few educational documents are so pithy or practical as the report which this gentleman submitted to his colleagues in the Town Council of Kiel upon the subject of the reorganisation of the municipal secondary school. And this report quickly led to the adoption of a curriculum singularly like that which the Directors of the Birkenhead Institute seem to have had in mind on the first establishment of their school. In Birkenhead, however, the path of progress in secondary education has been beset with difficulties, owing to the effects of the deep-set English tradition that, as far as possible, our secondary schools should be left outside the control of the State. Until a few months ago, the Town Council of Birkenhead had no statutory power to maintain in its entirety the work of a modern secondary school which should give a liberal education in humane subjects as well as in physical science. Secondary Education has been with us a Cinderella. Though its welfare and adequate maintenance are of extreme importance to all classes of the community and vitally necessary to the social and economic welfare of the modern State, English secondary education has had to struggle on with scanty recognition, with starveling grants, with dubious prospects, and with hesitating aims. But now happily the long period of neglect seems nearly over. The great municipalities have at last received powers to act; and if those powers are used with far-seeing

wisdom, and with that generosity which in cases like this is the height of prudence, there is reason to hope that we in England may, in the course of a few years, enjoy educational benefits second to none in the world. We can combine, if we so will, variety of individual effort with the helpful support of public subsidy, and the watchful superintendence of expert care. We can unite that vigour of personal initiative which has been the glory and the strength of certain sides of our national life, with the power of the State, with the resources of the community, and with the steady pursuit of a well-considered national plan of educational improvement. The great thing in the educational history of Birkenhead has been the public spirit of individuals. The weak thing in it has been the lack of that public support and public subsidy without which it is impossible to carry out upon a worthy scale and with the necessary permanence and many-sided efficiency, the task of educational organisation upon modern lines. Cannot we combine the two things—variety of individual effort with public supervision and public aid? And does not the present crisis in the affairs of the Institute provide a great and fruitful opportunity for a memorable advance in the educational policy of Birkenhead?

The Headmaster of the Birkenhead Institute is Mr. J. Smallpage, B.A. (Lond.), formerly Headmaster of York Castle High School, Jamaica, and of Kent College, Canterbury. His wide educational experience has enabled him to effect several improvements in the working of the school. Seven assistant teachers are exclusively attached to the Institute, one of these being a lady in charge of the preparatory department to which boys are admitted at five years of age. In the school proper, the minimum age of entrance is eight and the average eleven years and three months. The Directors have recently decided to absorb into the Institute the long established private school conducted by Mr. R. F. Galloway, in Clifton Road. Mr. Galloway will join the staff of the Institute and the Directors of the latter will rent his school premises, removing to them their preparatory department.

The course of study at the Institute includes, religious instruction (which is undenominational); English language and literature, including reading, writing, and composition; mathematics; history; geography; French; Latin or German (alternatives); physics; chemistry; drawing; class singing; drill; manual training, and shorthand. The School consists of a preparatory department and seven classes. It is at present recognised by the Board of Education as a

secondary school eligible for grants. In the classification of secondary schools, adopted by the Board of Education until the appearance of the revised regulations in June last, it was placed in Division A. The five highest classes (III B—VI inclusive) constituted what was officially known as the Division A school, and upon them only the Government grants were paid. In this part of the school, which in February, 1904, contained 106 pupils, promotions are made annually in September, except that boys are moved from III B to III A in the course of the year. Pupils are reclassified for Latin, German, French and, to a small extent, for mathematics. The curriculum in the five highest classes follows the course of study which was formerly laid down by the Board of Education for schools in Division A. This course was unfavourable to the general culture of the mental powers. It was unduly specialised in the direction of natural science. It allowed too little time for English subjects and for linguistic training generally. Though apparently found suitable for some types of mind, it was apt in most cases to stunt the powers of expression, and those studies which as a rule prove most efficacious in developing wide interests and in stimulating and refining the imagination were often thrust into a corner. But this old curriculum has now been, if not superseded, at any rate discouraged by the new regulations for secondary schools. These require every school to "keep in view the development and exercise of all the faculties" and insist that "specialisation . . . should only begin after the general education has been carried to a point at which . . . a certain solid basis for life has been laid in acquaintance with the structure and laws of the physical world, in the accurate use of thought and language, and in practical ability to begin dealing with affairs." In future, in all secondary schools aided by the State, "a certain minimum number of hours in each week must be given in each year of the course to the group of subjects commonly classed as 'English,' and including the English Language and Literature, Geography and History; to Languages, ancient or modern, other than the native language of the scholars; and to Mathematics and to Science." To such a school as the Birkenhead Institute, the new regulations of the Board of Education will be a boon. But, unfortunately, the scale of annual grants, to be paid in respect of the ordinary course, still falls far short of what the State might fairly be expected to contribute in aid of so costly and nationally indispensable a thing as an efficient secondary education.

At the Birkenhead Institute, in February, 1904, the number of pupils was 171. All were day-scholars. The school will accommodate

200. There were 9 boys under 8 years of age; 56 between 8 and 12; 96 between 12 and 16; and 10 over 16. About 10 per cent. of the pupils had received their earlier education at home; and about 45 per cent. at private schools. The remaining 45 per cent. (a proportion which has much increased in recent years) had come on to the Institute from public elementary schools. The largest number of boys in any form was 33, and the smallest 15. The average age of the boys in the highest form was 15 years and 5 months. Six pupils in this form who were working for scholarships, had as lightly modified time-table. The full curriculum of the school is printed in Appendix I. A reference thereto will show that, at least in the four highest forms, a disproportionate amount of time was given to natural science at the expense of linguistic discipline and of the more literary studies which are an essential part of a liberal education.

The school is regularly inspected by the Inspectors of the Board of Education. Since 1902 the work of the upper forms has been tested in this way rather than by external examinations. But from three of the classes boys enter for the Cambridge Junior and Preliminary Local Examinations. Recognition has been granted by the Board of Education for the purposes of the Teachers' Registration Order. Three of the members of the staff were registered in Column B, and one in Column A, at the time of the inquiry upon which this report is based.

The school premises stand in grounds of about 1½ acres in a good position in Whetstone Lane. Apart from the Headmaster's house, which is part of the range of buildings, they were built for their present purpose, and have recently been extended and improved. There are eight class-rooms, chemical and physical laboratories, a workshop, and a science lecture room. The chemical laboratory was a gift of the late Sir Henry Tate. He also endowed the school with a leaving scholarship of £70 per annum, tenable for three years at Oxford or Cambridge, or such other University as the school authorities may deem most suitable in the special case of any successful candidate. The Stitt scholarship of £20, tenable for two or three years at the University of Liverpool, is also attached to the Institute. Four scholarships of £5 each, given by the Duke of Westminster, are competed for by boys in the school. The successful candidates are required to remain at the Institute for at least two terms after the award has been made. Four scholarships of £10 each are awarded annually to boys in the school, from funds left by Sir Henry Tate. One pupil at present holds a Cheshire County Council

scholarship, and six others hold the Port Sunlight scholarships given by Mr. W. H. Lever to boys at the elementary schools at Port Sunlight.

About three or four of the pupils annually proceed to Universities or other places of higher education. From twelve to twenty annually are, on leaving, apprenticed to engineering. A large proportion of the boys go into banks and insurance offices; several go into merchants' offices, and a few become articled clerks. Very few enter upon manufacture or retail trade.

The school fees range from £4 10s. a year for boys under nine years of age, to £9 a year for boys over twelve. Holders of four shares and upwards receive a discount of 10 per cent. on their sons' fees. There is a further fee of 9s. per term for school requisites. Carpentry and gymnastics are extra subjects.

An asphalted playground is attached to the school buildings, and playing fields are rented for cricket and football. A good deal of attention is given to swimming and athletics. There is a newly formed and promising rifle club. For gymnastic training, use is made of the Y.M.C.A. gymnasium in Grange Road.

There is no doubt that the Institute might be made to play a very important part in the educational life of Birkenhead. Its founders anticipated the need for secondary education of a liberal character at a low fee. It has proved impossible, however, to maintain an efficient secondary day school for boys of all ages, giving an education of the character desired, without further sources of financial support than those originally contemplated. The present revenues of the school do not enable the directors to secure the services of the staff of masters needed to secure efficiency in a school of this kind. The time seems to have come for a re-organisation of the Institute, and for placing it upon a footing which would enable it better to meet the educational needs of Birkenhead.

The school buildings are, on the whole satisfactory, so far as they go, but considerable extensions and improvements are necessary. The laboratories are excellent, but the class room accommodation is insufficient. There is no cloak room. There is no school hall, and no masters' common room. The outside offices require attention. The workshop for manual training, though large, is low and not well-lighted. The Headmaster has no office in which to receive visitors and to conduct

the business of the school. There is no room specially set aside for the teaching of art. It would be well if the Headmaster's house, one room of which is already used as a classroom, were thrown into the school premises, and the Headmaster provided with a residence apart. The garden attached to the present Headmaster's house could then be added to the playground. The school much needs a better playing field for cricket and football.

Further, in the equipment of the school there is urgent need for improvement. There is no library, and though steps are wisely being taken to establish a connexion between the school and the public library, it will be necessary to provide for the school itself a collection of standard works of reference. The maps and apparatus for geographical teaching are inadequate. The school is also lacking in special equipment for art teaching. The class rooms and corridors are deficient in suitable decoration, and much could be done, at a comparatively small cost, to supply the equipment necessary for the efficient teaching of the Humanities.

The three great difficulties with which the Institute has to contend may be briefly stated. In the first place, it suffers from lack of endowment, or of what might well take the place of endowment—municipal aid. In the second place, promising pupils are often removed too young. It is highly desirable that parents who send their sons to a secondary school should be urged to keep them there at least four years, *i.e.*, from twelve to sixteen. In the third place, the boys who come on from the public elementary schools do not as a rule enter young enough to complete the four years' course, and thus the work of the Institute, as of so many other English secondary day-schools, is prevented from reaching the standard of efficiency to which, under more favourable conditions, it would successfully attain. It seems to lie within the power of the Education Committee of the Borough to lessen the second and third of these evils, and entirely to remove the first. But further observations on these points will be conveniently reserved to a later part of this report.

(3.) The Birkenhead High School for Girls, Village Road, Oxton.

In premises previously occupied by a girls' school belonging to a local company, the Birkenhead High School for Girls was opened in September, 1901, by the Girls' Public Day School Company Limited, a body which has done a great work for the improvement of girls' secondary

education in England. The course of study and other arrangements of the school are under the general supervision of the Council of the Company, which acts as the governing body. The long and varied educational experience possessed by the members of the Council secures the maintenance of a high standard of efficiency in this and the other schools of the Company; and the Birkenhead High School, though still in an early stage of its history, has already proved itself a valuable and important addition to the educational resources of the Borough. As the school under its present management becomes better known in the district, the excellence of its work will be widely recognised.

The head-mistress is Miss K. M. Baines, M.A. (Lond.), of Girton College, Cambridge. The staff consists of four other teachers exclusively attached to the school and six visiting teachers. Of the four assistant mistresses exclusively attached to the school, three have been resident students at a University (two having taken honours in Final Schools), and the fourth holds the higher certificate of the National Froebel Union. The course of study includes, religious instruction (which is of an undenominational character); English language and literature, including reading, writing, and composition; mathematics; history; geography; French, Latin, German, and, for some girls in the sixth form, Greek; botany and the elements of physical science; drawing; class-singing and harmony; gymnastic exercises, and needlework. The school consists of a Kindergarten and seven forms. Promotions are from form to form, and are made annually in September. The pupils are reclassified for arithmetic and German. It is intended to devote more time to natural science. French is taught throughout the school, above the Kindergarten, Latin and German are also compulsory in IV B and IV A, in which forms the ages of the pupils range from about 14 to 16½ years. But a special time-table of work is arranged, when requested, in the case of delicate or backward girls, and in such cases other lessons are substituted for either Latin or French. The school is regularly examined by the Oxford and Cambridge Schools Examination Board, the two highest forms taking the higher certificate. This year two pupils in the top form entered for the Matriculation Examination of the University of Liverpool. The drawing is inspected and examined by the Royal Drawing Society, and the music is examined by the Associated Board of the Royal Academy and the Royal College of Music.

The school has no endowments and does not receive any Government grant. It is recognised by the Board of Education for the purposes of Section 4 (2) (i.) of the Teachers' Registration Order. The premises

were originally built for the Local Board Offices, and subsequently adapted to their present purpose by the addition of an assembly hall, &c. They comprise six class-rooms, besides the assembly hall, which is also fitted as a gymnasium. There are two playing-fields, four and seven minutes away respectively. The former contains a tennis court. The girls also have the use of a hockey ground during the Autumn and Spring terms. School games are played, under the supervision of a mistress, on four afternoons in each week and on Saturday morning. The time-table of every pupil is so arranged that she can take part in these games at least twice a week.

The numbers are steadily growing. On February 1st, 1904, there were 59 pupils, four of these being little boys. There is accommodation for 120. There are no boarders. The average age of the pupils at entrance is nine years, but the minimum age for admission to the Kindergarten is four years. On February 1st, 1904, 17 of the pupils were in the Kindergarten, and under eight years of age. Of the pupils in the rest of the school, 13 were under twelve; 18 were between twelve and sixteen; and 11 were over sixteen. The average age of the pupils in the highest form was eighteen years and three months. About one-third of the pupils have received their previous education at home, two-thirds at private schools. None of the present pupils have come on from public elementary schools.

The school fees are (1) for the preparatory department, 6 guineas a year; (2) in the other parts of the school, for pupils under ten years of age, 10 guineas a year; for pupils over ten years of age, 13 guineas a year during the whole of their stay in the school; for pupils entering the school over thirteen years of age, 16 guineas a year. There is an entrance fee of £1 for pupils of seven years of age and upwards. Piano, drawing, painting, French conversation, and gymnastics are charged for as extras. As the school grows, the need of a scholarship tenable at some University or other place of higher education will be increasingly felt.

The good work which is being done at Birkenhead High School does not seem to be as well known locally as it deserves. The position of the school might be stronger if the Council of the Girls' Public Day School Company were to invite a number of influential residents to form a local committee for purposes of reference and advice. The school is well fitted to render to the higher secondary education of girls in the Borough services corresponding to those rendered by Birkenhead School in the higher secondary education of boys.

(4.) The Higher Tranmere High School for Girls.

The Higher Tranmere High School for Girls, in Clarence Road, Devonshire Park, was opened in 1883, and is the property of a company which was formed under articles of limited liability for the purpose of establishing and maintaining the school. The Council, which acts on behalf of the shareholders of the company as the governing body of the school, includes several gentlemen of influence in Birkenhead and the neighbourhood.

The head mistress is Miss M. Jones, who has held her present office for seven years and was for eight years previously an assistant mistress in the school. She is assisted by a staff of six mistresses exclusively attached to the school and by three visiting teachers. The ordinary school course includes religious instruction, which is required by the articles of association to be according to the principles of the Church of England, but from which those who so desire may be excused; English language and literature, including reading, writing and composition; mathematics; history; geography; French; German or Latin; physics and botany; drawing; class-singing; calisthenics; and needlework. The school consists of nine forms. There are no parallel forms, but girls who do specially well in the Fourth, pass over the Lower Fifth. Promotions are made annually in September. The pupils are reclassified for mathematics and for languages. French is taught throughout the school above the lowest form. From the Lower Third upwards Latin and German are taught, but as alternative subjects. In the forms above the Upper Second, backward girls give more time to English and either do not take a second foreign language or take less mathematics. Book-keeping has been introduced, as an optional subject, into the school course, but it has been found, contrary to expectation, that very few of the girls avail themselves of the opportunity of learning it. The school is examined annually by an examiner appointed by the Oxford University Delegates of Local Examinations. Girls in the highest form take the Cambridge Higher Local Examination. In the form immediately below, the Oxford Senior Local Examination is taken. In the Lower Fifth the girls take the Oxford Junior Local Examination with a view to honours. In the Fourth, they take the Oxford Junior Local Examination for a pass. In the Upper Third, most of the girls take papers specially set by the examiner, the standard being between that of the Oxford Junior and Preliminary Examinations. In the Lower Third, the girls take the Oxford Preliminary Local Examination. In the Upper

Fifth, the average age of which last February was 16½ years, girls have been prepared successfully for the Victoria University Preliminary Examination. In 1903 and previous years, a large proportion of the pupils passed the examinations held by the Royal Drawing Society. Considerable numbers also take the examinations of the Institution for the Promotion of Plain Needlework. Some pupils, at their parents wish, have taken the Board of Education's examinations in mathematics and botany. In 1902, a pupil from this school obtained in the Oxford Local Examination a first class with four distinctions, and the silver medal awarded by the Royal Geographical Society.

The school has no endowments and does not receive any Government grants. It is recognised by the Board of Education for the purpose of section 4 (2) (i.) of the Teachers' Registration Order. The premises were originally built for a private house, but were adapted for school purposes by the addition of an assembly hall, and by other alterations. There are, besides the assembly hall, six class rooms, and a music room. There is neither a gymnasium nor a laboratory. There are three tennis courts and a large playground. All the girls play rounders, and the school belongs to the Rounders League of the Girls' Schools of Liverpool.

The number of pupils on February 1st, 1904 was 115. All were girls and none were boarders. There is accommodation for 134. The minimum age for admission to the school is five years; the average age on admission, twelve years. In February last, 2 of the pupils were under eight; 30 were between eight and twelve; 62 were between twelve and sixteen; and 21 were over sixteen. The average age of the girls in the highest form was 17½ years. About 20 per cent. of the pupils have received their previous education at home; 55 per cent. in private schools; 3 per cent. in high schools in other towns; and 22 per cent. in public elementary schools. Girls who come to the school from Standard VII. of the public elementary schools are usually placed in the Lower Third, the average age of which was, in February last, 12¾ years.

About 4 per cent. of the pupils proceed to Universities or other places of higher education. About 7 per cent. go on to Technical Schools. About 5 per cent. train as nurses. About 3 per cent. enter the Civil Service as Post Office clerks. About 10 per cent. become shorthand clerks or typists. About 7 per cent. become teachers in public elementary schools. About 10 per cent. become kindergarten teachers, or teachers in private schools, or private governesses.

The school fees are (1) for girls under 8, five guineas a year; (2) for girls between 8 and 10, six guineas a year; (3) for girls between 10 and 12, eight guineas a year; (4) for girls between 12 and 13, nine guineas a year; (5) for girls of 13 and upwards, *(a)* if already in the school, ten guineas a year; *(b)* if new pnpils, £13 10s. The entrance fee, which is not charged to daughters of shareholders, is half a guinea. piano, painting, and dancing are charged for as extras, and additional fees are also paid for instruction in any subject not provided for in the regular curriculum. Two scholarships are offered by the Council of the Company. The senior of these scholarships is given to the girl who gains the highest marks in the school examination. The junior scholarship is awarded to the pupil who takes the highest place in the Oxford Junior Local Examination, provided she gains first or second class honours.

The school is accomplishing a very useful work for the district which it serves. It is already doing what the Board of Education desires to see more generally done, viz:—receiving among its pupils many promising girls who have been previously educated in public elementary schools, and encouraging some of them, and others of its pupils, to become elementary school teachers. The tact and good judgment of those responsible for the welfare of the school are shown by the fact that the religious instruction is so given as to be acceptable to the members of various denominations which are represented among the pupils. There is great need for a laboratory for practical work in natural science. The school library too should be strengthened on the side of literature, and by the addition of an encyclopædia of more recent date. The question whether the course of study in the school is not unduly subjected to the influence of external examinations calls for serious consideration. The school is rather hampered by not having a playing field of its own. This prevents the girls from playing hockey in the winter. A tram service connecting the school with Rock Ferry would be a great advantage.

II.—SCHOOLS CONDUCTED BY MEMBERS OF RELIGIOUS COMMUNITIES.

(1.) The Convent School, Holt Hill.

The older and the larger of the two Convent schools in Birkenhead is conducted by the Sisters of the Order of the Faithful Companions of Jesus at the Holt Hill Convent. This school was founded in Hampton

Street in the year 1852, and was almost immediately transferred to a house in Hamilton Square, whence it was removed to its present site about 50 years ago. The present Directress is eager to make the school thoroughly good and has modelled it to some extent upon the well known companion schools in Liverpool. Under her direction new and spacious class-rooms and well equipped boarding accommodation have been provided on lines similar to those adopted in the buildings at Mount Pleasant. Both premises and fittings are well adapted to their purpose. In addition to a large study for the boarders, there are ten class-rooms, four of which are fitted with moveable partitions so as to form, when desired, one large assembly hall. There are also chemical and physical laboratories, an art room, and a gymnasium. The Convent stands in its own grounds, which include a playing field. Altogether there is room for 300 scholars of whom 90 can be boarders. At the time of my inquiry, there were 12 little boys and 138 girls in the school, 56 of the latter being boarders. Pupils as young as four years of age are admitted to the preparatory class, but the average age of admission is thirteen. Fees for day scholars vary from 1½ to 6 guineas a year; the average fee for boarders is about £20 a year. Extra fees are charged for some of the accomplishments. The resident staff consists of fifteen mistresses, three of whom possess teaching diplomas; none of the staff have degrees, and their academic qualifications as a whole are low.

The school was recognised last year by the Board of Education as a secondary school eligible to receive Government grants, and about a quarter of the pupils have been taking the full course hitherto known under the name of Division B. The science subjects in the first year of the course are botany and physics; thereafter chemistry is substituted for botany. The only foreign language taken by all the pupils is French. To this subject an hour and a half a week is given in the four lower classes, this amount of time being subsequently increased to two and a quarter hours and three hours in the higher classes. Latin and German are taught as alternative subjects for an hour on Saturday mornings. The time given to French is insufficient. If the school is to be recognised under the new secondary school regulations of the Board of Education, at least three and a half hours a week will have to be devoted to the foreign language when only one is taken, or six hours when two are taken. The time devoted to mathematics and science, at present nine hours a week, can however, under the new regulations, be shortened by an hour and a half.

The work of the upper part of the school proceeds upon the lines of external examinations. The third class prepares for the Oxford Local Preliminary Examination, the second class for the Oxford Junior Local Examination, and the lower division of the first class for the Oxford Senior Local Examination. In this particular also a change will have to be made to meet the new requirements of the Board of Education. Scholars in the first or second year of the recognised course of instruction are not to sit for external examinations without the express sanction of the Board.

A small Pupil Teacher Centre for girls only is attached to the school. This was established in 1901 and at the time of my inquiry contained the following students :—

Full-time Preparatory Class (new regulations)				...	9
Half-time Preparatory Class (old regulations)				...	4
Pupil Teachers in First Year	,,	,,		...	7
,, ,,	Second Year	,,	,,	...	2
,, ,,	Third Year	,,	,,	...	3
					25

The pupil teachers share the laboratories and class-rooms with the secondary school, and are taught by the same staff. One room in the school is set apart for their private use.

The accommodation is amply sufficient for all the girl pupil teachers who are likely to be required in the Roman Catholic schools of the area. The atmosphere of neatness and refinement which is characteristic of the school cannot fail to have a good effect upon them, and it would seem desirable that the Roman Catholic girl pupil teachers and pupil teacher bursars of the Borough should be given the option of attending the classes at the Convent; provided of course that the Board of Education's recognition of the school is continued and that recognition is also obtained for the Centre.

(2.) The Convent School, Highfield Road, Rock Ferry.

The Highfield Road Convent School, Rock Ferry, conducted by the Sisters of the Immaculate Conception, has been in existence for about thirty years. Its aim is to prepare children for other places of secondary education. Most of the pupils pass on at about thirteen or fourteen years

of age to boarding schools. Some of the boys have entered the Liverpool Institute, and a few St. Francis Xavier's College in Liverpool. The girls go to other Convent schools. At the present time there are 50 pupils, 14 being boys. Nearly one-half (21) are under eight years of age: only two are upwards of fourteen. The minimum age of admission is four years. The fees vary from £1 10s. to £4 4s. a year for day pupils. There are no boarders. The premises, which have been adapted for school purposes, consist of a couple of good class-rooms and four music-rooms. There are four teachers. The pupils are grouped in three classes—Infants, Juniors, Seniors. French is taught in the two upper classes for two hours a week. The school is not inspected by any external body, and, at the time of my inquiry, had not been recognised by the Board of Education for the purposes of the Teachers' Registration Order.

I have already pointed out (see page 7) that this school differs from a private school only in that it is controlled by a religious community. Its position in the supply of secondary education within the area is that of a private school, and, in my judgment, it would be best treated upon this footing by the Education Authority of the Borough.

III.—THE PRIVATE SCHOOLS.

For the purposes of the inquiry, upon the results of which this report is based, a form of questions was issued to the Principals of all the private schools in the Borough known to the officers of the Council's Education Department. These questions invited information upon the following points:—(1) the number of pupils in the school on February 1, 1904, and the proportion among them of boys and girls, day pupils, and boarders; (2) the ages of the pupils on the date named above; (3) the minimum and average age of the pupils at entrance; (4) the average number of pupils in a class; (5) the number of teachers, men and women, (*a*) exclusively attached to the school, or (*b*) visiting the school to give instruction; (6) the qualifications of the teachers exclusively attached to the school; and (7) the examinations, if any, for which pupils were prepared, and the number of pupils who had passed in each of the three preceding years. The Principal was also asked to describe

the general aims of the school, whether preparatory to other secondary schools, to the Universities, or directly for home or business life. It was suggested that mention should be made of any special feature in the work of the school which might have been introduced in order to meet the educational needs of the district. And it was further asked whether the school had been recognised by the Board of Education for the purposes of the Teachers' Registration Order, and whether it had been inspected by any external authority, and if so, by what authority and when.

I desire to make acknowledgment of the courtesy with which the Principals of the private schools replied to these questions, and with which they received my colleagues and myself on the occasions of the personal visits paid in the course of the inquiry. Forty-three copies of the form of questions summarised above, were issued to a like number of private schools. In thirty-three cases they were duly filled up and returned. In two cases a reply was received to the effect that the school in question had been discontinued. In eight cases no answer was returned by those to whom the questions had been sent. The Principals of the thirty-three schools from whom replies were received, were further invited to receive a short visit of inspection from myself or one of the colleagues who assisted me in my inquiry. In only two cases was this request refused. To the other thirty-one private schools a personal visit was accordingly paid.

Eleven of the thirty-three schools from which returns were received, proved to be doing work which is best described as virtually alternative to that of the public elementary schools, and nothing more. There were no languages other than English in the curriculum. The fees were low, and those children who passed on from them to receive education elsewhere, mostly proceeded to some public elementary school in their neighbourhood. None of their boy pupils were over twelve, and only three girls (out of about 150) were more than fourteen. As it would be misleading to count these schools as providing part of the supply of secondary education in the Borough, their pupils are not included in the secondary school statistics submitted in this report.

The classification of the remaining twenty-two private schools has been already set out upon page 8, but it will be convenient to repeat a part of the table there given.

Class.	Description.	Schools.	Pupils.
A.	Schools for Girls of all ages, admitting Boys to their Kindergarten or Preparatory Classes ..	12	598
B.	Schools for Girls only, all ages	4	125
C.	Schools for Boys only, all ages	4	218
D.	Kindergarten Schools	2	22
	Totals	22	963

Save in the case of Class C (Schools for Boys only), the lines of division between the groups are by no means hard and fast. Many of the schools in Class A are but slightly removed from the group already described as virtually alternative to the public elementary schools. The distinction, too, between Class A and Class B is practically no more than that Class A schools have boys in their lowest classes, and Class B schools have not.

Complete statistics of the ages of the pupils in these various groups of private schools will be found in Appendix II to this report. It will be seen that very nearly one-third of the pupils are under ten years of age. The question might fairly be raised whether children so young ought to be regarded as receiving secondary education at all. Why not, it might be asked, define all education given up to fourteen years of age as elementary education, and that which is given from fourteen years of age onwards as secondary? But on closer investigation of the facts, we find that the dividing line between elementary and secondary education, dim and blurred as it may be at many points in its course, does not fall at fourteen or indeed at one and the same age for all pupils. It is comparatively easy to say, as is said in the new regulations of the Board of Education, that the term *secondary school* shall for certain administrative purposes mean a "Day or Boarding School which offers to each of its scholars, up to and beyond the age of sixteen, a general education, physical, mental and moral, given through a complete graded course of instruction of wider scope and more advanced degree than that given in Elementary Schools." To fix a definition for a secondary *school* is a much simpler matter than to define secondary *education*. Moreover, even such a definition as that quoted above, however convenient for certain administrative objects, raises new difficulties of its own. Thousands of English boys and girls,

who have already embarked upon "a complete graded course of instruction," intended to last much beyond their sixteenth year, will receive that education, in successive though closely correlated instalments, in more than one school. Yet to say that a school which gives the first half of such a graded course is not a secondary school because the boy leaves it at thirteen or fourteen in order to go on to another and closely related school where he will receive the residue of his secondary education, would be like saying that a passenger who has taken a through ticket from Birkenhead to Crewe is not, in respect of the first part of his journey a through passenger at all, if the convenience of the railway company obliges him to change trains at Chester. The English Preparatory schools provide a curriculum which, though it ends so far as they are concerned at thirteen and a half or fourteen years of age, is, if anything, far too closely dove-tailed into, and assimilated with, the curriculum of the great Public Schools in which their pupils usually complete their long course of secondary education. To call the preparatory schools anything but secondary schools would obviously be to fix upon them a misnomer, and to deny the existence of educational continuity where such continuity is of the very essence of the relationship. And, under different forms, the same fact presents itself when we review the work of many other schools, the pupils of which, though young, are receiving the first or earlier instalment of what, throughout its parts, is meant to be one graded course of training.

The fact is that, in England, the differentia between types of schools does not always lie in the age at which the pupils *begin* their education, though the age at which they intend to *leave school* is a convenient means of distinction. The real difference lies partly in the subjects of instruction, partly in method, but mainly in the educational outlook of the pupils, for this conditions the other two. If we are inclined to say that, for all children under ten, at any rate, the subject-matter of instruction must be the same, we need to remind ourselves of the important qualifying fact that, be it wise or unwise, many children at that age have already begun a foreign language. The methods of the preparatory secondary school and of the public elementary school are very different. In saying this, I am speaking of what is, not of what ought to be. To take but one point, the classes in the elementary school are from five to ten times as large as those in the other. But the difference of educational outlook is the most important factor. A very large proportion of these 320 children under ten will, in due course, be passed on to other secondary schools where their education will not terminate before

their sixteenth or seventeenth year; and this definite prospect is consciously influencing their teachers from the beginning. English secondary education cannot be compared to a crowning layer of bricks laid level upon the top of many lower layers which we can regard as a solid mass of elementary education. Our systems of elementary and secondary education rise side by side in parallel columns, with, as yet, comparatively rare connexions between them. The great task of the future is to make those connexions so numerous that all boys and girls in the primary schools who have ability to profit by the more prolonged secondary course may find convenient access to that course, and find it betimes.

Two schools in Class A admit children under four years of age. The usual minimum age of admission is, however, five years, and the average age is eight and a half. In classes B and C, the minimum age rises to six or seven, and the average age of admission to between ten and eleven.

In many of the schools it is usual for one teacher to take more than one class at a time, and the average number of pupils per class is therefore a rather misleading figure. It will be more satisfactory to divide the number of teachers permanently employed into the number of pupils. This gives us, in Class A, nearly 13 pupils to each teacher, and in Classes B and C, nearly 10. In most cases there are one or more visiting teachers for special subjects in addition to the regular staff. The number of teachers permanently employed is 85, of whom 12 are men and 73 are women. Most of the visiting teachers will teach in two or three schools, and as their names are not entered on the inquiry forms, I have no means of arriving at their exact number. Counting each teacher as a unit for each school visited, there would be 23 men and 40 women, but probably this would be about double the actual number.

The qualifications of the regular teachers are very various indeed. One-third of them (29), define their qualifications as consisting in their practical experience as teachers, or in the possession of some certificate of a very low standard. Of the remainder, nine possess degrees of British Universities (including one lady who has passed the degree examinations at Oxford); seven hold the Cambridge Higher Local Certificate; six have passed Senior Local Examinations; two are L.L.A., St. Andrews; five hold the National Froebel Union's Certificates as Kindergarten teachers; three hold the higher certificates of the Royal Academy of Music or the Royal College of Music; thirteen possess French or German Diplomas obtained abroad; two have passed the London University Matriculation Examination; two a University

Junior Local Examination; two hold various Science Certificates issued by the Board of Education. Each of the following qualifications is possessed by a single teacher: Licentiateship of the College of Preceptors; Royal University of Ireland First Examination; Cambridge University Certificate in the Theory and Practice of Teaching; Board of Education Elementary School Teacher's Certificate; the Art Teacher's Certificate, awarded by the Board of Education.

In many private schools the difficulty of securing a staff of assistant teachers, adequate both in number and attainment, is very serious. A private school charging small fees cannot hope to compete in the open market with schools which have larger resources or public funds to draw upon. It thus comes about that many private schools have to fall back, in the main, upon young inexperienced teachers, or upon those with inferior qualifications. In the small schools this difficulty of the assistant staff is, in the nature of things, less acute. In such cases, all the pupils come directly under the personal control of the principal teacher. I am convinced that in this tradition of personal influence, especially upon the moral side, lies the secret of the deserved success of many private schools which intellectually are perhaps a little old-fashioned. Knowledge is a good thing, but character is a better, and I have met many private school teachers who are consciously and chiefly aiming to form the characters of their pupils. But the small school has its own difficulties. Consider, for instance, the twelve schools in Class A. "Schools for Girls of all ages, admitting boys to their Preparatory Classes." Exactly one-half of these have less than 40 pupils and in no case are there more than three regular teachers. On the face of it, no division of 20 or 30 girls of very different ages between two or three teachers will necessarily secure that each girl shall get the instruction appropriate to her age or special intellectual needs, and, *at the same time*, the stimulus of working with others in the same stage of advancement as herself. What must often happen is that when a girl reaches fourteen or fifteen she will be working with, at most, a couple of companions of her own age under a teacher who has at the same time one, or perhaps two, junior divisions under her charge. Under such conditions, pupils are likely to come by very mistaken ideas of their acquirements, and indeed of the real meaning of a high standard of work. For efficient private schools there is undoubtedly a future, but, in that future, the emphasis will rightly be laid to an ever increasing extent on the need for real efficiency, and the small school can only be efficient when it takes for its scope one clearly marked portion of school life. The trend of events is in this

direction. At the present time, our most successful private schools are the expensive boarding schools for elder girls, or experimental schools trying new methods of secondary education, or small preparatory day-schools which pass their pupils on to other secondary schools at an early age, or boys' preparatory schools which do not retain the pupils beyond their fourteenth year.

It is to be feared that the number of external examinations for which the Birkenhead private schools prepare their pupils is a source of educational weakness to some of them. There are not less than fourteen examining bodies, each of which separately awards at least three kinds of certificates, and which, collectively, may be said to control the educational destinies of almost all the pupils in these twenty-two schools. It is true that by following the syllabus of an external examining board, a certain standard of information and the use of modern text-books are to some extent ensured; but the real problem, viz., the intellectual need of the individual child is often overlooked. To take one example, the detailed study of a play of Shakespeare is not necessarily the most stimulating and helpful way of cultivating a love of good literature in the minds of children of thirteen to fifteen years of age. Moreover, it must not be forgotten that parents are apt to regard the fact of a school having won many certificates or honours in an external examination as if it were in itself a sufficient proof of true educational efficiency. Thus the teacher is sometimes driven against his better judgment to give more thought to the requirements of external examinations than he himself would prefer to give. The suggestions made, in a later part of this report, with regard to the private schools would, if approved and adopted by the Committee, give the private school teachers reasonable freedom to follow their own bent, both as to subjects and as to methods, while at the same time securing for them public recognition of efficient work.

On a later page, it will be my duty to recommend to the Committee the recognition of a few private schools for a particular purpose connected with the secondary education of girls intending to become pupil teachers. In that connexion, specific mention will be made of certain schools by name. But the conditions under which information was courteously supplied to me preclude me from describing by name the work of the great majority of the private schools which were visited by my colleagues or myself in the course of my inquiry. It will be permitted to me, however, to select for the general information of the readers of this report, typical schools in the different classes, though without mentioning names.

ATIONS.		Recognised by Board of Education for Registration of Teachers.	FEES. (per annum).	REMARKS.
mining	Successes in last three years.			
Exams. Society. London. & Ches.	 4 49 14 2	No.	Boarders from 45 guineas. Day Pupils from 3 to 10 guineas with extras.	Premises, private house.
Exams. ociety of	 11 25	Yes.	Boarders from 40 guineas. Day Pupils from 7½ to 15 guineas with extras.	Premises, private house. Rooms well lighted. Boarding accommodation satisfactory.
Exams. .M. and ociety of t Dept., gton.	 8 3 6 2	Yes.	Boarders from £50 Day Pupils from 9 to 15 guineas with extras.	Premises, private house, with playing field adjacent.
Exams. ors.	 9 19	No.	Day Pupils 9 to 15 guineas. Boarders 30 gns. in addition to tuition fees.	Premises, private house: Small laboratory, carpenter's shop, and playing field.
	—	No.	3 guineas.	School shortly to be discontinued.
		No.	From 7/6 to 10/6 per quarter.	

Chapter III.

THE PLACE OF THE HIGHER ELEMENTARY SCHOOL IN THE EDUCATIONAL SYSTEM OF THE BOROUGH.

WHAT I heard and saw in the course of the inquiry upon which this report is based, impressed me with a strong sense of the importance of the work which lies before the Higher Elementary School, soon to be opened by the Education Committee.

Develop our secondary day schools as we may (and their liberal development is an urgent national need), they can never meet in the most appropriate and economical manner the requirements of a multitude of clever children who desire to receive, up to fifteen years of age, a much better education than the ordinary elementary schools provide. Hundreds of skilled artisans, of clerks with slender incomes, and of tradespeople doing business on a small scale, need for their sons and daughters a type of education, which is superior to that given in the upper standards of the great majority of elementary schools; but different, alike in duration of course and in the treatment of the subject matter of the curriculum, from that which should be given in an efficient secondary school. This need it is the function of the higher elementary school to meet.

More than this, the higher elementary school has a missionary task. Its business is to raise the common conception of the work of elementary education. It can indirectly do much to improve the quality of the work done in the less efficient elementary schools by showing parents what a good school can do for their children, and by inducing them to make greater sacrifices for those children's future.

Again, the higher elementary school opens up new careers to hundreds of boys and girls who would otherwise be held back by want of timely educational opportunity. It can enhance the industrial efficiency of the people. It can implant in the minds of the girls a higher ideal of personal culture and train them to greater skill in the duties of home

life. By lengthening the period during which the rising generation receives an education appropriate to the real needs of practical life, it can greatly increase the productive capacity of the nation. It has been found in the United States that where the average period of elementary school life is longest, the average productive capacity of the citizen is greatest. The excess of productive capacity in Massachusetts over the average productive capacity of the individuals in the whole of the United States is, in each year, about twenty times the cost of maintaining its public elementary and secondary schools.*

But in order to accomplish these aims, the higher elementary school must be, in the true sense of the words, educationally efficient. It must have a strong civic purpose and a high moral tone. It must humanize its pupils; it must give them a sense of responsibility for the common good. and it must do this while keeping the real life needs of the children steadily in view. "That which the school ought to develop before all things in the individual whom it trains is the man himself—heart, intelligence, conscience. But it must never be forgotten that, if the individual is afterwards to be a manual worker, whether in the fields or in the workshop, the first and best safeguard that our schools can give for the morality of the man, is to create in every scholar an aptitude and a liking for that labour by which he will have to live."†

The higher elementary school must not be a cheap and ineffective replica of the secondary school. It has its own task and its own sphere. Under present conditions scholarships should be provided to draft to secondary schools, but not later than the age of twelve, those of its pupils who may evince the kind of ability which a secondary school is best fitted to develop, but for the great majority of the pupils the higher elementary school will be the crown of their day school course. Working with these aims, the higher elementary schools will not encroach on the true province of the secondary school.

The curriculum appropriate to such a school has recently been discussed by Mr. H. Ward, H.M.I., whose keen insight into educational problems is well known to all who have had the good fortune to be his colleagues. In an address delivered at Crewe in February last, he thus sketched the course of study which would, in his judgment, be appropriate to a higher elementary school.

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*See Murray Butler, Monographs on Education in the United States, p. XIV.

†Leblanc.

"For Boys:—English Subjects, Mathematics, Science, Drawing, and Practical Work. It is assumed that the three main tools of learning, *i.e.*. reading, arithmetic, and the power of expressing oneself in speech, writing and drawing, are already acquired. They are now to be used mainly to obtain more knowledge in all departments. In English, the studies in Geography and History previously begun might be continued, and special attention might be given to training in the appreciation of English Literature. In Mathematics, Algebraic methods might be introduced, and practical Geometry, and the whole brought to bear upon workshop needs. No specific science should probably be studied in detail, but the boys should be given an experimental acquaintance with scientific method, especially in connection with the physical and mechanical side of Science. The core of the instruction should, however, be practical work, *i.e.*, not only manual woodwork, but individual experimentation in all directions, and the application of mathematics and drawing to practical problems.

For Girls, the English subjects would be taken as for Boys, but English Literature might receive more time and attention. Domestic Economy and Hygiene, with possibly some Nature Study, would form a suitable course in Science, and the Practical Work should include Housewifery and Practical Domestic Work, Cookery, Laundry-work, and more advanced Needlework.

The general aim of the Boys' School should be to train them in view of their future employment, without giving specific technical instruction. The courses should be introductory to the Evening Technical courses, and the school as a whole should be linked to the Evening school.

The general aim of the Girls' School would be to give a good training in the Domestic subjects. Due provision would need to be made for physical training in both Schools, and possibly music might be cultivated."

In this connexion, reference should be made to the action of the Scotch Education Department in encouraging Higher Grade Schools. The following memorandum on the subject of the curriculum of Higher Grade Schools, or Departments, appeared in the Scotch Code of 1903:—

"The course of instruction must be submitted to and approved by the Department. It should extend over at least three years, and in the following subjects should be of the general character indicated in this Memorandum.

(A.) *History and English Literature.*—The first two years in the latter subject should be devoted to cultivating a taste for good literature by the reading of interesting works of good style and elevation of sentiment. These should be studied largely at home, and discussed at school. Examinations should be held as to their contents, themes set upon them, difficult passages paraphrased, and choice passages learnt by heart. Parsing and analysis should be treated as subsidiary subjects, and in so far as they are necessary to the full understanding of the language.

The same years should be devoted to a revisal of previous knowledge of History, and to obtaining a clear chronological conspectus of the succession of events in English and Scottish History as an aid to future reading.

In the third year a definite period of History may be studied with special reference to its literature and the general state of civilisation in Europe at the time. Some representative book or books of the period should be studied in detail. At all stages the historical origin of present-day institutions should be kept in view, a spirit of patriotism should be cultivated, and some instruction should be given in the rights and duties of a citizen (controversial topics being avoided).

(B.) *Geography.*—A revisal of previous knowledge; the reading of maps (*e.g.* of contour lines) and their construction; elementary exercises in surveying and mapping; a thorough regional survey, by means of excursions, of the

physical geography, flora, fauna, and historical antiquities of the district in which the school is situated; a study of commercial geography, based largely upon the shipping and trade news of the daily papers.

(C.) *Mathematics.*—

(a) Geometry and Mensuration.—Practical and Theoretical. The course of instruction in Euclid should be preceded or accompanied by exercises in Practical Geometry, and should, where possible, have a practical application, as, *e.g.*, to Mensuration. Mensuration should at the outset be based upon the experimental determination of surfaces and volumes which forms part of the course of experimental Science, and may ultimately include exercises in Surveying, involving simple applications of Trigonometry.

(b.) Higher Arithmetic and Algebra.—A thorough knowledge of decimals should be acquired, based upon the actual calculations required in the experimental course in Science; the commercial applications of arithmetic, and in certain cases the arithmetic of artificers, should be studied, and exercises in mental calculations in these branches should be constantly given. Algebra should at the outset be treated as an extension and generalisation of Arithmetic.

(D.) *Drawing*—The course in its earlier stages should embrace instruction in Freehand Drawing, Model Drawing from common objects as well as from geometrical models, and drawing to scale of plan elevation and section. It should be followed or accompanied by simple exercises in the elements of design. In the higher stages the course may bifurcate, attention being given principally either, on the one hand, to the development of artistic faculty, or, on the other hand, to the instruction of the pupils in the various forms of Mechanical Drawing which find practical application in the workshop and the drawing office.

(E.) *Experimental Science.*—The course in Science should proceed from elementary exercises in measuring and weighing, and calculations based thereon, to the experimental investigation of elementary notions of Physics and Chemistry. In rural schools, and in summer, some investigation of plant life and of the elements of Botany should be added. At least half the time devoted to this subject should be spent by each pupil in practical work.

(F.) *Modern Languages.*—The object and method of the instruction in Languages must in all cases be practical, and whatever method may be pursued in the beginning, the result at the end of the course should be that the pupils are able to read simple narrative in the language at sight, and to understand and reproduce both orally and in writing the substance of a conversation on everyday topics, or a simple description. *Unless there is reasonable probability of these objects being attained the subject should not be attempted.*

(G.) *Subjects of Practical Instruction :*—

Girls—Needlework and Dressmaking, Cookery.

Boys—Woodwork, Ironwork, Clay Modelling. In the latter subjects, and in Dressmaking for the girls, the pupils will be expected to make a practical application of the Drawing taught in the school, and the knowledge acquired in the Science lessons can, to some extent, be turned to account for the explanation of the processes in Cookery.

Various other subjects of practical instruction having in view the preparation of pupils for their probable future occupations, may properly find a place in the programme of studies. Such subjects are Book-keeping, Shorthand, Type-writing, Laundry Work, Housewifery, Dairying, Gardening, &c. Instruction in these subjects should not be given indiscriminately to all pupils, and in no case should it be in substitution for instruction in subjects of a more disciplinary character.

The Department must be satisfied that the teachers have a competent knowledge of the subjects which they are to teach, in each subject individually, and in the case of Science, that they have had experience in treating the subject experimentally."

The history of the Birkenhead Higher Elementary School, with its record of vicissitudes now happily over-past, is a reminder that we have as yet arrived at no more than a provisional agreement about the curriculum of such a school, and a tentative settlement of its position in a national system of education. The movement is still in an experimental stage, and it is much to be hoped that the Board of Education may see its way to encourage a considerable development of higher grade schools, and higher grade departments attached to elementary schools, in the early future. More than one type of higher grade school is needed in England. While some of the schools will best meet the needs of their clientele by becoming predominantly scientific and technical, others might well be encouraged to give a course of training designed to widen the minds and to stimulate the imagination of those destined for an early introduction to commercial life. But in all the schools stress should be laid upon the duty of every citizen to subordinate his private interest to the welfare of the nation as a whole.

CHAPTER IV.

THE WORK OF A SECONDARY SCHOOL, WITH SUGGESTIONS AND RECOMMENDATIONS FOR THE IMPROVEMENT OF SECONDARY EDUCATION IN BIRKENHEAD.

AFTER what has been already said in Chapter II and implied in Chapter III, it will not be necessary to review at any great length the present needs of the secondary schools of Birkenhead. Owing mainly to the complete lack of endowments (a deficiency which now at last it is possible for the Local Education Authority to make good) the existing public secondary schools for boys in Birkenhead are in grave danger of falling seriously below their proper standard of efficiency. Nor is that all. Year by year the demands we make upon our secondary boys' schools grow more and more severe, and, if new sources of support are not found, the interval between purpose and accomplishment must become longer and longer. Already much needs to be done, and done quickly, if the secondary education of the Borough is to be raised to a level of efficiency commensurate with the civic and economic needs of so populous a community.

In an address, delivered in 1887, the late Professor Huxley touched upon the deeper and underlying reasons which make it urgently necessary for us to increase the efficiency of our national education, not in the narrow sense of mere schooling (though good schools are essential factors in the process), but in the sense of that intellectual and moral discipline which shapes the true greatness of a free people.

> "The terrible battle of competition between the different nations of the world is no transitory phenomenon, and does not depend upon this or that fluctuation of the market, or upon any condition that is likely to pass away. It is the inevitable result of that which takes place throughout nature and affects man's part of nature as much as any other—namely, the struggle for existence, arising out of the constant tendency of all creatures in the animated world to multiply indefinitely. It is that, if you look at it, which is at the bottom of all the great movements of history. It is that inherent tendency of the social organism to generate the causes of its own destruction,

never yet counteracted, which has been at the bottom of half the catastrophes which have ruined States. We are at present in the swim of one of those vast movements in which, with a population far in excess of that which we can feed, we are saved from a catastrophe, through the impossibility of feeding them, solely by our possession of a fair share of the markets of the world. And in order that that fair share may be retained, it is absolutely necessary that we should be able to produce commodities which we can exchange with food-growing people, and which they will take, rather than those of our rivals, on the ground of their greater cheapness or of their greater excellence. That is the whole story. And our course, let me say, is not actuated by mere motives of ambition or by mere motives of greed. Those doubtless are visible enough on the surface of these great movements, but the movements themselves have far deeper sources. If there were no such things as ambition and greed in this world, the struggle for existence would arise from the same causes.

Our sole chance of succeeding in a competition, which must constantly become more and more severe, is that our people shall not only have the knowledge and the skill which are required, but that they shall have the will and the energy and the honesty, without which neither knowledge nor skill can be of any permanent avail. This is what I mean by a stable social condition, because any other condition than this, any social condition in which the development of wealth involves the misery, the physical weakness, and the degradation of the worker, is absolutely and infallibly doomed to collapse. Your bayonets and cutlasses will break under your hand, and there will go on accumulating in society a mass of hopeless, physically incompetent, and morally degraded people, who are, as it were, a sort of dynamite which, sooner or later, when its accumulation becomes sufficient and its tension intolerable, will burst the whole fabric."

One necessary instrument in the work of increasing the knowledge and skill of a nation, and of strengthening its intellectual power and moral self-control, is the maintenance of a really efficient system of secondary and higher education. In this matter, it is quality, not quantity, that tells in the long run. The prudent course is to have a few thoroughly good secondary schools, not a great many indifferent ones. But a really efficient secondary school is a costly thing to maintain. To secure and keep the right kind of teachers is the first condition of success: but if such teachers are to be secured for our secondary schools, the cost of secondary education will eventually rise, in respect of annual maintenance and apart from outlay upon buildings, to a yearly sum amounting in the case of boys' schools to between £18 and £23, and in the case of girls' schools to between £15 and £18 for every pupil in the school.

This is the financial difficulty. There are also difficulties which are social and administrative in their character. May we not say that one of the great objects of educational reform in England should be the gradual but effective removal of all unnecessary and detrimental differences between the curriculum in the earliest stages of secondary, and that of the corresponding period of public elementary, education? Every clever and promising boy and girl in the community would enjoy

intellectual and social opportunities to a point hitherto unrealised amongst us if our secondary schools were made, at the same time, more generally accessible and more definite in their educational aims. But the essential thing is to insist upon a high intellectual standard in our schools, to see that their work stands out clear in the public eye, and to staff them throughout with the first-rate teachers who alone are competent for the difficult task of maintaining a high level of attainment, together with a good moral tone and a strong feeling of corporate responsibility and honour. It would be ruinous to water down secondary education in the hope of making it go further. The signal excellence of an educational system lies in the *quality* of its work, in the ethical and intellectual quality of its influence, not in the mere diffusion of second-rate teaching or in the mere number of schools which it may establish. It is far better to have a little that is really good than a great deal that is pretentious and hollow. But all that is good should be really accessible to all who can profit by it, and should be brought effectively within their reach when they are still young enough to take the ply.

The task of removing the unnecessary part of the wall of separation between the public elementary and the secondary schools in England will be a long and difficult one. That separation is happily diminishing. During the last ten years much has been done to lessen it. But much of it is due to a state of feeling, upon which the influence of a system of public education can be but gradual and must be largely indirect. The changes so much to be desired will be more surely brought about by adapting the older order of things to the new needs than by ignoring the past and attempting to start afresh. Our wisest course will be to make, as our next step, a determined effort to raise the work of our present secondary schools to a high plane of intellectual efficiency, combined with vigorous corporate life and a strong sense of civic and national duty.

The course of my inquiry has convinced me that there is an especial need in Birkenhead for such a modern secondary school as the Institute might become if it had larger resources and the impetus of municipal enthusiasm behind it. I conceive of a school of about 200 or 250 boys receiving a steady stream of pupils from the private schools, from its own junior department, and (by means of scholarships) from the public elementary schools of the Borough; with its complement made up before the boys are thirteen years of age; providing a well thought-out scheme of instruction covering, normally, the four years from twelve to sixteen,

based upon the Humanities, but joining with them for all boys in the first two years manual instruction correlated with drawing and an introductory practical course in science, and then bifurcating in the latter two years, and, according as the boys turned their faces towards commerce or towards industry, broadening and deepening their linguistic or their scientific studies. Such a school would send out every year fifty or sixty youths, some to be trained as teachers for the elementary schools, some into city offices, and some to the riverside industries; but all with formed habits of industry and of co-operation with others, and with that power of applying intelligence to every part of their work which is the mark of those who are fitted to be the responsible leaders of the community. The influence of schools of this type upon our civic life and social ideals can hardly be exaggerated. The want of such schools bodes defeat and disaster in the commercial struggles of the future.

But such a school is only possible upon two conditions. In the first place the boys must enter early and at the beginning of the course, and they must remain to the finish. It has been well said that "the virtue of secondary education lies in large measure in its *duration*, in its slow influence upon the intellect. The best teachers need the help of time, if they wish—not to furnish the memory with hastily acquired and badly digested knowledge but—to act upon intellectual habit, and to accomplish the education of the mind, which is truly the essential aim of secondary education." And secondly, the teaching staff must be highly qualified and so remunerated that they can, without anxiety, devote themselves to the work before them. These two conditions are only possible of fulfilment in a school which is rooted in the common life, which has behind it the resources and the interest of the whole municipality. They are not attainable by the Institute in its present circumstances. I would, therefore, ask the Education Committee to consider the desirability of approaching the Directors of the Birkenhead Institute with a view to the municipalisation of the school and to making it a really efficient and well-equipped secondary school for boys, especially for those intending to qualify themselves for responsible positions in industry and commerce, or for the profession of teacher in elementary schools. I believe that the municipalisation of the Institute on these lines is the most pressing need in regard to boys' secondary education in Birkenhead.

But, at the same time, the Committee would not wish me to omit all mention of the admirable work which is being done for the Borough

by the Birkenhead School under Mr. Griffin. That school is one of the two or three first-grade schools in the county, and its influence might be substantially increased by a measure of financial aid at the present time. It badly needs new accommodation and equipment for the teaching of science, and it needs, as badly, the services of an additional master on its staff. The school is doing so excellent a work, and its increased efficiency would so greatly add to the attractiveness of Birkenhead as a residential suburb of Liverpool, that I would suggest for the consideration of the Committee that it should be helped out of public funds to build and equip a laboratory, and that it should also receive an annual grant in aid of the salary of an additional master. It might well be made a condition of such a grant, that the Education Committee should be represented on the governing body of the school, and that the school itself should be constituted a public educational trust.

The question of the provision of scholarships tenable at, or from, these and other secondary schools in Birkenhead is discussed in a separate chapter of this report. In a further chapter, which deals with the training of teachers, the part which should be played by the secondary schools in the training of those who may become pupil-teachers is brought under review. Nothing more, therefore, need be said here on these topics.

With regard to the secondary education of girls, less at present needs to be done. There are vacant places in existing efficient schools. The provision of scholarships, and the encouragement given by the Board of Education's new regulations to the better education of those meaning to be pupil-teachers, will do much to help the best schools already at work. If the existing secondary girls' schools fill up in the course of the next few years, as I hope they may, the re-organised Pupil Teacher Centre can be developed, with very little disturbance of its work, into a municipal middle school for girls.

One striking characteristic of secondary education in Birkenhead is the number of private schools. The best of them stand for something which is very valuable in education—variety of individual initiative. But we must also in candour admit that their abundance is the outcome of social distinctions rather than of educational enthusiasm.

I would urge, however, that it is the interest of the community to give definite recognition to *efficient* private schools as forming part of the local supply of secondary education. Inspection by competent and

independent authorities is now admitted to be the only satisfactory method of finding out whether a school is efficient or not; and those private schools which may wish to be recognised by the Education Committee ought, as a preliminary, to be called upon to submit to this test. The inspection should not be limited to the methods and organisation of the school. The suitability of the premises for school purposes; the size, ventilation, and lighting of the class rooms; and above all, the sanitary arrangements, should also be carefully considered. Thorough inspection is, however, too costly to be within the unaided reach of many of the Birkenhead private schools. I would therefore suggest that, in the case of such schools as apply for it, the Education Committee should undertake to arrange for the inspection, and might pay, say, two-thirds or three-quarters of the cost. By grouping several schools for inspection at the same period, it would be possible to reduce the expense considerably, and each school would be considered in its relation to the whole educational provision of the Borough. The reports of the inspectors would of course be presented to the Education Committee for their private information. It would be necessary to repeat the complete inspection every three, four, or five years. I would suggest however, as being both more helpful to the schools and more economical for the Committee, that it would be well if a portion of the work of the schools were inspected by experts, during each of the intervening years. In this way, the modern language teaching might be taken one year, the science and mathematics the next, the English teaching the next, and so on. If the curriculum of the schools were thus considered, part by part, there would be much more opportunity for discussion between teachers and inspectors, and the suggestions which might be made for improvement would stand a better chance of being put into practice. On its side, the Education Committee would feel that it was in continuous touch with the schools, and between the complete inspections a fairly long interval might safely be left.

The work of school inspecting is difficult and delicate at the best and its success depends very largely upon friendly relations being established between inspectors and teachers, and upon a steady continuity of aim and method on the part of the inspecting body. The intellectual relationship between the Universities and the secondary schools is necessarily close. The secondary schools supply the Universities with students who are well prepared for academic work: on the other hand, the Universities provide and train the teachers for the secondary schools,

and to some extent determine the range and standard of the instruction which the secondary schools should give. If the Education Committee could see its way to obtaining the co-operation of the University of Liverpool in the inspection of the secondary schools, both public and private, which will presently come under its jurisdiction, it would bring the University and the schools into a relationship with itself and with one another which will be educationally sound and helpful.

I would suggest that private schools which come satisfactorily through this test, should be allowed to enter their pupils for the scholarships offered by the Borough, and should have their place in the Borough Educational Directory which is proposed in Chapter XI of this report.

Chapter V.

THE TRAINING OF PUPIL TEACHERS.

SINCE November, 1899, at which time the old evening classes for pupil teachers were replaced by organised day instruction, the Birkenhead Pupil Teacher Centre has been conducted in a temporary iron building attached to the Woodlands Council School. The premises consist of a couple of class-rooms, an assembly room, which is to be divided by moveable partitions into three rooms, and a small teachers' common room. There are no facilities for practical science work in the building and this part of the work has consequently to be taken by the teaching staff of the Centre at the Holt School of Science. There is no separate playground for the use of the pupil teachers. The reference library is poorly equipped, and very little has been done to render the rooms bright and attractive.

In this building, at the time of my visit, there were under instruction 98 pupil teachers in their first, second, or third year, and 66 probationers. Of the whole number, only 11 were boys. Of the probationers, 38 were receiving full-time instruction in a preparatory class under the new regulations of the Board of Education. One of these was a boy. About 95 per cent. of the pupils had received their previous education in public elementary schools. The remainder came from secondary schools.

At this Centre, owing to the conditions under which the work has had to be carried on, it must have been particularly difficult to develop a strong feeling of corporate life. The premises are unattractive, the equipment inadequate, and the facilities for organised games, which can do so much to develop both character and physique, are almost non-existent. The boys, it is true, rent a field at a distance, but they are not numerous enough to support a good cricket or football club. For the girls, on the other hand, it has been found impossible to get a ground in which they can play organised games. It would be very desirable if a part of the park could be reserved for their use as a hockey ground, and the Parks Committee has been approached on the subject. I understand also that a strong swimming club might be formed if the Baths Committee could see their way to granting facilities.

The value of the work which has been done by Mr. Evetts, the Principal of the Centre, and his staff, in the teeth of considerable difficulties is recognised by all who are interested in the training of teachers in Birkenhead. It is no small feat for a small Centre to win a first place in the King's Scholarship list two years running. In the great changes which should come about when the present temporary arrangements for the training of pupil teachers in the Borough give way to a permanent settlement, Mr. Evetts will have a strong claim upon the generous consideration of the Education Committee. He has worked very hard, and his work has borne fruit. But I am bound to say that in my judgment, it would be better to make special arrangements for the few boy probationers and then to place the Girls' Pupil Teacher Centre under the care of a woman.

With the changes, amounting to a revolution, which have been made in the pupil teacher system by the new regulations of the Board of Education, the Committee is already familiar. Those changes are of far-reaching importance. Their aim is indirectly to improve the quality of the work done in our public elementary schools by first raising the standard of the education given to those who are preparing themselves to be teachers in those schools, and upon whose educational skill and cultivated sympathy the well-being of the children will largely depend. With this end in view, the age of entry upon pupil teachership is raised and the class of candidates or probationers abolished. The intending pupil teacher is to receive the great benefit of a preparatory training in a higher elementary or in a secondary school. And, further, the entrance into the profession of teaching in elementary schools has been made easier for those who up to sixteen years of age, at all events, have received their education in a secondary school.

To apply these new conditions to Birkenhead: In future, no one under sixteen will be allowed to be admitted as a pupil teacher. But at present, from 25 to 30 per cent. of Birkenhead candidates and pupil teachers are under that age. In future, no one who has been educated entirely in an ordinary elementary school will be eligible for pupil teachership. But at present 95 per cent. of the Birkenhead pupil teachers have received that education, and that alone.

The following table shows, in respect of each year between 12 and 18 in the intending teachers' training, the difference between the old system and the new so far as Birkenhead is concerned.

Age.	Old Regulations		New Regulations	
12—13	Full Time at (*a*) Elementary School (95%)* or (*b*) Secondary School (5%)*		Full Time at (*a*) Secondary School, or (*b*) Higher Elementary School, or (*c*) Elementary School.	
13—14	Probationer. Half Time at Pupil Teacher Centre and Elementary School.		Do.	do.
14—15	Probationer. Do.	do.	Full Time at (*a*) Secondary School.	or (*b*) Higher Elementary School.
15—16	Pupil Teacher. Half Time at Pupil Teacher Centre and Elementary School.		Do.	Preparatory Class.
16—17	Pupil Teacher. Do.	do.	Pupil Teacher. Half Time at Pupil Teacher Centre and Elementary School.	
17—18	Pupil Teacher. Do.	do.	Pupil Teacher. Do	do.

* Present percentage in Birkenhead.

The first question to be considered is the number of pupil teachers likely to be required annually in Birkenhead in order to keep up a supply of certificated teachers sufficient to replace those whose posts will become vacant through death or retirement from the profession. The vacancies which will be caused by Birkenhead certificated teachers transferring themselves to the service of some other education authority need not be taken into account in this connexion, as they may be fairly set off against similar cases of transference from the service of other education authorities to that of the Birkenhead Education Committee.

In attempting any estimate of the annual diminution in the number of certificated teachers due to death or withdrawal from the profession, we are at once confronted by the almost insuperable difficulty that no complete official statistics of the average duration of the professional

career of men and women certificated elementary school teachers in England have yet been published. It is much to be desired that full information on this subject should be placed by the Board of Education at the service of the local authorities and of the public.

Pending the publication of such official statistics, we are compelled to content ourselves with tentative calculations, but I am happy to find that my own estimate practically coincides with that reached by the experienced officials of the Birkenhead Education Committee, and that we are agreed in thinking that it would be prudent to anticipate a need at present for about 50 new pupil teachers a year. Of this number, about four-fifths would be girls.

The next point to be considered is the course of education through which those intending to become pupil teachers should pass up to the age of sixteen. The more juvenile part of their previous education does not directly concern us here. The difficult questions arise when we consider what kind of education between the years of twelve and sixteen will stand the future teacher in best stead in the discharge of his or her important and responsible duties in the elementary school.

With the main idea which underlies the new regulations of the Board of Education, everyone who desires the welfare of our elementary schools will warmly sympathise. Cultivated and skilful teachers are the mainstay of an efficient system of national education, and without such a system no nation can hope under modern conditions to develop the innate powers of its citizens, or to secure their social well-being, or to maintain and extend its influence in the affairs of the world. A great improvement in the quality of the teaching staff in our public elementary schools will follow when a more liberal education is secured for those who intend to adopt the career of a teacher, and the expenditure which will be necessary to attain that purpose, will, though large, be highly remunerative to the community.

The admirable work which is being done by great numbers of the teachers in the elementary schools is a great power for good in national life, and all who realise how vitally important to the public welfare the labours of the teachers must always be, hail with satisfaction the prospect of better educational opportunities being given to those who intend to enter the teaching profession.

In his report to the Schools Inquiry Commission of 1867, Mr. James Bryce quoted some remarks from a correspondent which may well be recalled at the present juncture.

> "The great object of all improvements [in education] must be to procure better teachers. Questions respecting the management of schools, or their internal arrangement, or the subjects to be taught in them, are after all, trifling matters compared to this. Teaching is simply the action of mind on mind, and as the problem of the engineer is to bring the greatest attainable steam power to act upon the piston, so the problem of education is to bring the greatest possible quantity of mental power in the teacher to bear upon the pupil.* The quantity of mental power depends on the talent, energy and skill of the teacher: and whether you get these depends, in the long run, on the price you are prepared to pay for them. It is no doubt well to consider the means by which this power may best and most economically be applied. A good system of school organisation will do something, the introduction of rational methods and text books will do more. But we need look for no real or permanent improvement in our schools until they are filled by a new race of teachers, better paid, better trained for their work, and above all, more highly educated."†

Since those words were written, the condition of our schools has very greatly improved. But much still remains to be done. And as our insight into the deeper meaning of education grows stronger, the more do we feel the need for improvements which would at one time have been regarded as quite unnecessary.

It is greatly to be desired that a considerable proportion of those intending to become elementary school teachers should be enabled to enjoy the advantages of a good secondary education. In this report a number of suggestions are submitted with this end in view. But I should personally doubt the wisdom of attempting to draw the *whole* future supply of our pupil teachers from or through the secondary schools. The expense of such a plan would be enormous if the secondary education were of really good quality, yet nothing short of what is really good will serve the purpose in view. A cheap and pretentious kind of secondary education is, in the long run, of no benefit either to the individual or to the community at large. It would not fit the intending teachers for the real work which lies before them. The provision of it would entail waste of public funds. Moreover, there are many young people, well qualified by sympathy, by teaching gift, and by temperament, to render excellent service in some positions in elementary schools, for whom the course of study at a secondary school would not be the most appropriate or useful training. Should we not therefore be unwise if we failed to recognise this diversity of need? Instead of trying to get all our

* The writer is evidently referring to the *intellectual* side of education. The *spiritual* influence of the teacher, and the environment, on the child's thought and character, raises much deeper problems.

† Schools Inquiry Commission Report, vol. ix., page 788.

pupil teachers from the secondary schools, will it not be more prudent to keep open other sources of supply as well, and (as the new regulations of the Board of Education wisely allow) to regard the higher elementary school, with preparatory classes to follow it, as the channel through which many efficient and valuable teachers will most conveniently and naturally pass into the service of the elementary school?

Other arguments of a practical kind may be adduced in support of this contention. A well planned and intellectually thorough course of secondary education lasts for four years of school life. It extends from at least the twelfth to the sixteenth birthday. Perhaps the greatest hindrance from which our English secondary schools have hitherto suffered has been the stream of ill-prepared pupils from thirteen to fifteen years of age who have entered the schools for a "finishing" year or two, to the great disorganisation of the curriculum. It would be unwise to perpetuate this state of things by drafting intending pupil teachers into the schools at fourteen years of age. They should enter, if at all, for the full course, and at about their twelfth birthday. And this being the case, it follows that the prudent course will be to encourage those only to go to a secondary school who are qualified to profit by it.

Further practical details of the problem now call for our consideration (1) As they affect the supply of boy pupil teachers; and (2) As they affect the supply of girls.

(1) Assuming 10 boy pupil teachers to be the normal annual requirement of Birkenhead, there would need to be, at any one time, in the chosen secondary schools, 40 candidates preparing for pupil teachership; and at the Centre, or elsewhere, 20 pupil teachers in their first or second year. But it is impossible, and, were it possible, would be unfair, to transfer a boy to the secondary school at twelve with a covenant that at the end of the course he must become a pupil teacher. He might very well have changed his mind before the four years were over, nor can we take any real guarantee of fitness for the teaching profession at so early an age as twelve. I would suggest, therefore, to the Committee that the case of boys who are transferred from the elementary to the secondary school, and who will ultimately become pupil teachers, had better be met by the ordinary minor scholarships, the offer of which is recommended elsewhere in this report. If special pupil teacher scholarships were awarded in addition to the unrestricted minor scholarships, there would be a danger of passing on to

the secondary schools a certain number of pupils whose ability and attainments were not sufficient for them to profit by the higher course, and who would become a drag upon the schools. On the other hand, the openings which present themselves in Birkenhead and Liverpool to boys with a secondary school education are much more attractive than anything that the teaching profession has to offer. Therefore, if many of the minor scholars are to be secured for pupil teachers, it will be necessary to compete for them with the city offices. To meet this difficulty, I would suggest the offer of special pupil teacher bursaries to all suitable boys in the secondary schools who were half way through their course, and on whose behalf their parents were willing to make a declaration that they would eventually become pupil teachers. These bursaries should not be restricted to the minor scholars, and, inasmuch as the object in offering them would be to induce boys to enter the teaching profession, their amount would depend entirely upon the local conditions of supply and demand. Perhaps bursaries of £12 and £15 respectively for the two years (14—16) would suffice to attract four or five boys a year. In determining whether the candidates for the bursaries were likely to make good teachers, the opinion of the school staff would be very useful. In addition, it should not be difficult to arrange for a month's trial in selected elementary schools, where the candidates would be under the observation of the head teachers and of the Committee's inspector.

But though by these means the Committee would be able to obtain some very good pupil teachers, it would be unwise to depend solely upon this new and untested source of supply; especially in view of the great difficulty that has been experienced in the last few years in obtaining boy pupil teachers. Moreover, it should not be forgotten that the career of an elementary school teacher is one to which some of the boys in the Council's new Higher Elementary School should be legitimately able to look forward. To confine that career to the exceptional boys who at an early age could pass on by scholarships to the secondary schools, would be to inflict a permanent disability on many boys of average ability who are likely to make good teachers. I would recommend, therefore, that the Committee rely upon their higher elementary school to make up the annual number of boy pupil teachers required. But, as the higher elementary school course ends at fifteen, it will, in that case, be necessary to establish a one year preparatory class for these boys. This might well be put at the top of the higher elementary

school and so planned as to form a normal continuation of its course. For this preparatory year, at least, bursaries would also have to be given. Whether, as I think likely, these bursaries would have to be extended to cover the preceding year, experience alone could decide.

(2) The case of girl pupil teachers stands on a different footing. There has hitherto been no trouble in obtaining a sufficient number, owing to the fact that teaching ranks high among the very restricted fields of employment which are open to women. Judging by what has happened in other towns, quite 80 to 90 per cent. of the Council's girl minor scholars will become pupil teachers without any further inducement than the offer of a small busary at fourteen years of age in order that the formal declaration of intention may then be made. The disposition of these scholars, however, during the four years of their secondary school course presents some difficulty. Assuming that 40 girl pupil teachers will be required each year, 160 candidates would at any one time have to be accommodated in the secondary schools—if, that is, the secondary schools were to be the sole source of supply, and 80 pupil teachers would have to be accommodated at the Pupil Teacher Centre for the subsequent two years' course. In view of the expenditure in which the Council will be involved if an adequate scholarship scheme is established, and if the Birkenhead Institute is converted into an efficient municipal secondary school (and both these steps ought, in my judgment, to be taken at the present juncture), it would be prudent to defer for the present the foundation of a new municipal girls' secondary school. The need for such a school in Birkenhead does not seem to be urgently felt. Efficient secondary schools, already in existence in the Borough, are not full. I would suggest, therefore, that use should be made of the facilities which they offer. The Committee might avail itself of the two public girls' schools already in existence, and of some of the private schools for girls; provided, of course, that the principals of the schools on their side were willing to receive the Council's scholars, and that the Committee on its side was assured, by periodical inspection, of the continued efficiency of the schools.

The two public girls' schools are the Birkenhead High School and the Higher Tranmere High School. The private schools, which would, perhaps, be found able and willing to receive the Council's scholars (though I should explain that in making this suggestion I am writing without the knowledge of the Principals concerned, and, therefore, have no authority to make any proposal on their behalf) are Miss Bond's,

Higher Tranmere College (106 girls*); Miss Graham's School, Normanston (77 girls); and Mrs. and Miss Dagnell's, Sandholme, Oxton (54 girls). To these there might be added two other private secondary schools—Hermann House School and Tranmere Hall School. In the case of all these schools it would, rightly, be made a condition that the number of Council scholars sent should be such as not to affect the character of the school. If, indeed, they did not assimilate with the other pupils the experiment of sending them would in one vital point have broken down. That being so, I do not think that at first it would be wise for the Committee to propose, or for the several schools to receive, more than the following numbers: The Birkenhead High School might be asked to receive 2 scholars a year; the Higher Tranmere High School, 5 scholars a year; Miss Bond, 6 or 8 scholars a year; Miss Graham, at Normanston, 6 or 8 scholars a year; and Mrs. and Miss Dagnall, and each of the other schools named above, 2 scholars a year in each case. In this way about 25 scholars a year, or, when the scheme was fully working, 100 scholars in all, could be accommodated in the existing secondary schools of the Borough. The expense to the Council would be the school fees of all the scholars, together with an allowance of 25s. per year per scholar, which might be granted for the purchase of books. †

If, in the next place, a small bursary of, say, £5 per annum were offered to any pupil of these schools, be she minor scholar or no, who, being found suited to the teaching profession, was willing at fourteen years of age, through her guardians, to make a declaration of her intention ultimately to become a pupil teacher, the Committee would probably be able to obtain every year about 25 candidates, or more than half the necessary supply of girl pupil teachers, in this way. As in the case of the boys, the suitability of the applicants might be tested by a probationary month in the elementary schools.†

For the remaining candidates (say 15 or more a year), the Committee would naturally look to the Higher Elementary School; and, until that is in full working order, to a preparatory class attached to the Pupil Teacher Centre.

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* The numbers are given as they were on February 1st, 1904.

† In a letter dated May 28th, 1903, the Board of Education ruled that "it is within the discretion of a Local Education Authority to decide, after consultation with the Board of Education, what schools or colleges, if any, for the purposes of education other than elementary, it thinks desirable to aid under the powers given it by Section 2 of the Education Act, 1902. It would be open to a Local Education Authority, should it think fit, to aid a school under private management under the provisions of that section." Thus the suggestion made above is one which the Committee, if it saw fit, might lawfully adopt.

It remains still to consider the training of the candidates during their two years of pupil teachership. The present arrangement, the further continuance of which for one year has been sanctioned by the Board of Education, is, I think, recognised by all concerned as merely a make shift. Were it likely to be permanent, the point in connexion with it which I should view with the gravest concern, is the disproportion between the two sexes among the pupils and on the staff. At present there are 11 boys and 153 girls in the Pupil Teacher Centre, and the head teacher and the senior assistant are both men. Upon the most favourable calculation there are not likely ever to be more than 20 boy pupil teachers at the Centre, and they will be outnumbered by the girls as four to one. The particular method of organising a centre which seems to be contemplated with most favour under the new Regulations is that of attaching it to a secondary school; and in view of the small number of boy pupil teachers in Birkenhead, I would suggest, in their case, a trial of this experiment. For the eight or ten boys who would have worked through the course at the Birkenhead Institute up to sixteen years of age, a half-time class should be quite easy of organisation at the top of the Institute itself, the more so as there will always be a few other scholars remaining beyond their sixteenth birthday. The chief objection to this course is that it would not be feasible to transfer to the Institute at sixteen the ten or twelve boys who would have passed through the Higher Elementary School and the preparatory class. For the latter, however, a class doing pupil teacher work, might well be organised at the top of the Higher Elementary School. Such a plan would meet the difficulty and is in accordance with the new regulations which approve such an arrangement provided that the special consent of the Board of Education be obtained.* Both at the Institute and at the Higher Elementary School these half-time pupil teacher classes would be confined to the academic side of the pupil teachers' instruction, and would be worked in close connexion with the other classes of the respective schools. In the case of the Institute, the ordinary staff would probably suffice for the work. At the Higher Elementary School, the preparatory class and the half-time class would involve the appointment of an extra master.

The technical training of the boy pupil teachers would best be taken entirely in the selected elementary schools in which they served, and the supervision of this training should be part of the duty of the Committee's

* Regulations for Instruction of Pupil Teachers, 1904.—Chapter II. Section 11 (a)

Inspector, or of an officer appointed for the purpose. Such an officer should keep himself in close touch with the schools, both secondary and elementary, of the Borough.

For the girl pupil teachers, I recommend that the present Pupil Teacher Centre should be continued, but that its staff of teachers, including the principal, should all be women. In making this suggestion I cast no reflection upon the excellent and very painstaking work of Mr. Evetts, for whom I venture to hope the Committee will find some other important post in the reorganisation of the education of the Borough. But it is, in my opinion, desirable on every ground that the girl pupil teachers should be under womanly control: it is also desirable, that, in the future interests of girls' secondary education in Birkenhead, the Girls' Pupil Teacher Centre should now be so reorganised as to provide a possible nucleus hereafter for a municipal secondary school for girls. For the next two or three years the Centre and its preparatory class might be conducted in the premises of the new Higher Elementary School. In a few years, however, the Higher Elementary School will probably fill up, and when that time arrives, it will be necessary for the Committee to consider, in the light of their experience, and of any further modifications of the pupil teacher system which may hereafter be made, whether the wisest course will be to transfer the Centre for a further temporary period to the Holt School premises; or to build a Centre, or to transform the Centre and its preparatory class into a Municipal Secondary School for Girls, with half-time classes for girl pupil teachers attached. It is not improbable that, when that time arrives, the third of these courses will be found to meet in the most satisfactory manner the developing educational needs of Birkenhead.

Before concluding this chapter, I must briefly refer to the question of Certificate Classes for ex-pupil teachers and others. At the present time, there are in the employ of the Birkenhead Education Authority between 140 and 150 ex-pupil teachers and article 68 assistants, to use the name hitherto in vogue. Of the pupil teachers who take the King's Scholarship Examination from the Pupil Teacher Centre, between 30 and 40 per cent. fail to enter the training colleges, although two-thirds of them have attained a sufficiently high position in the scholarship list to enable them to do so. In the present dearth of qualified teachers, the alternatives before King's Scholars are either to commence teaching at once at a salary which is at least a living wage, or to incur further expense and to postpone the period of wage

earning by entering a training college. In many cases, the first course has of necessity to be adopted, and in many others the temptation to adopt it is very strong, especially among women, the majority of whom do not contemplate a life entirely devoted to teaching. It is not likely, therefore, that the number of uncertificated teachers will decrease. To assist these teachers in working for their certificate, evening classes have recently been established under the Education Committee, and about one-third of those for whom these classes were intended, took advantage of them during the last session. The proportion is not high, but the additional eight hours' class work a week, together with the necessary private study, coming as they do on the top of a full week's work, must be a heavy burden even to the strongest. It would be better, from every point of view, if the certificate classes could be held in the day-time, and I would suggest to the Committee the advisability of considering whether an arrangement could not be made whereby these teachers might be set free to attend afternoon classes, a proportionate deduction being made from the salaries which they receive. So long as we continue to employ teachers with imperfect qualifications, it is due to their pupils and to them that they should have reasonable facilities for self-improvement. Otherwise we shall not make the most economical use of what is at best an uneconomical procedure.

Chapter VI.

THE EVENING CONTINUATION SCHOOLS, TECHNICAL CLASSES, AND ART CLASSES; WITH SUGGESTIONS & RECOMMENDATIONS FOR THEIR FUTURE ORGANISATION.

DURING the session 1903-4, the evening school work of the Borough was carried on in six centres. It may be summarised under three main heads. (1.) At three conveniently situated Council schools, viz., Woodlands, Cathcart Street, and Well Lane, classes were held on Monday and Wednesday in each week for male students, and on Tuesday and Thursday for female students. These six departments form the lowest rung of the continuation school ladder and are open to pupils who have but recently discontinued their attendance at the elementary day school. (2.) More advanced instruction was given on five nights a week at the Laird School of Art and the Holt School of Science. The first year's work in either of these schools should be beyond the capacity of pupils who have not received more than an elementary day school education. The students are, therefore, mainly drawn from those who have received a secondary education or who, since leaving the elementary school, have carried their studies to a further point, in the continuation schools or elsewhere. In the third place, classes in shorthand, French, and German were held at the Y.M.C.A. in Grange Road, and were attended by about 40 students.

It is a regrettable consequence of the recent extension of evening schools and classes, under the Borough Education Committee, that the educational work of the Y.M.C.A., which was in some directions a pioneer, has greatly diminished, and is indeed now carried on at a financial loss. The accommodation for classes in the Grange Road building is limited. It would be a pity, however, if this branch of the Association's work were to be discontinued. There are at present 150 members in the Junior Section of the Association, quite sufficient to support vigorous classes, and easy of approach through the Association's organisation. It is to be hoped, therefore, that the Education Committee

and the officers of the Y.M.C.A. may come to some agreement for the future conduct of the classes at Grange Road. These classes are not at present confined to members of the Y.M.C.A., and, in the absence of such limitation, it should not be difficult for the Education Committee to take over the responsibility for staff and equipment, the Y.M.C.A. providing premises.

The officers of the Borough Education Department have kindly furnished me with the total number enrolled during the session for each of the subjects taught in the six Council Evening School Departments. As a large number of evening students drop out in the course of the session, there has also been supplied to me, at my request, the effective roll and actual attendance during the week ended March 5th, 1904—the week in which the schools were visited with a view to the preparation of this report. These statistics will be found as an appendix to the report. In order that the nature and extent of the curriculum may be clearly understood, I have grouped the subjects under the following heads :—

1.—Ordinary Continuation Work, including arithmetic, composition, drawing, citizenship, and (for girls) vocal music.

2.—Reading, writing, and arithmetic for adults.

3.—Languages: English, French, Spanish.

4.—Science and Mathematics, including advanced arithmetic, algebra, magnetism and electricity, physiography.

5.—Manual Instruction: woodwork.

6.—Home Occupations and Industries: needlework, cookery, dressmaking, and ambulance.

7.—Commercial Classes in commercial arithmetic, commercial English, book-keeping, business routine, commercial correspondence, shorthand, and typewriting.

8.—Preliminary Technical Classes in workshop arithmetic, mensuration, building construction, and machine drawing.

It will be noted that, in this arrangement, Division I of the Board of Education's grouping of subjects, as set out in the Regulations for Evening Schools, is represented by Groups 1, 2, 3, 7, and 8; Division II, Art, is not here represented; Division III contains Group 5; Division IV, Group 4; and Division V is Group 6. My own arrangement is an attempt to pass from the general subjects of an ordinary education to the more specialised subjects which are directly connected with certain modes of industry.

An examination of the figures shows at once that the Commercial Group is the most popular. Out of a total roll of 3351 (*i.e.*, class entries, *not* individual students), 1481 are for commercial subjects. Two facts set side by side will show how disproportionate is the amount of attention which these subjects are securing:— Less than one-eleventh of the occupied male population of Birkenhead are engaged in purely commercial pursuits: more than half the male evening school students are studying commercial subjects. The disproportion is not characteristic of Birkenhead only. Many of the young people who attend evening classes show a devotion to shorthand and book-keeping which almost amounts to a mania. No doubt the desire to wear the black coat of respectability is a powerful incentive. At all events, be the cause what it may, this excessive attention to elementary commercial subjects in evening schools is to be deprecated. The educative value of such subjects as business routine or commercial correspondence is small. Surely, what is needed most of all by the type of boy who goes to the evening school is a training which will broaden his outlook as he grows towards citizenship; which will touch his imagination and refine his ideals of life; which will stir and discipline his mind amid the cramping routine from which nearly every beginner in commerce and industry must suffer. I am far from meaning to disparage the importance of so useful an art, but is not shorthand an especially unsuitable subject for an evening school which is in vacation for nearly half the year? In the six Birkenhead evening continuation departments last session, 620 students entered for it. Of these, only a quarter (159) were able to join 'speed classes.' Indeed, I am assured that many boys join the elementary classes year after year, and never get any further.

Another reason for discouraging these subjects may be found in the unfortunate fact that the whole of this commercial work is cut to the measure of the syllabuses of external examinations, some of which at least recognise such minute portions of knowledge that the course preparing for them must resemble a tread mill for a boy of real ability, always moving and never advancing. It is true that, for a reason to be presently discussed, the initial stages of evening continuation school work must be very elementary indeed, yet I confess to an uneasy feeling that some of the certificates in vogue hinder progress rather than assist it, by reason of the mere modicum of information for which they are given.

Commercial Instruction to be of any worth must be recognised for what it is, a branch of technical education which should come after a

reasonable standard of general education has been attained. At present we are making it a cheap substitute for a course of general instruction. It would assist in raising these subjects to their proper level if they were removed to a separate commercial higher evening school, which might be installed in the new Higher Elementary School premises, and there taught only to students who could give satisfactory evidence of their fitness to study them.

The second group in order of popularity is Group 1, Ordinary Continuation Work. But, as a matter of fact, the word "continuation" is somewhat of a misnomer, if it be understood to mean that the evening schools *continue* without break the course of study begun in the day school, and from the point to which the day school may have brought the pupil's knowledge. Unhappily, much of the day school work has to be done over again in the first year of the evening schools, owing to the interval, often extending to years, which many students leave between the day and the evening schools. This group of subjects and the groups for Languages, Science and Mathematics, and Manual Instruction, in a word the general educative subjects, might well be encouraged as against those of a more specialised and technical nature. Drawing, which has played a very important part in the development of the continuation schools in Germany, might be made much more of than it is, by vigorous and capable teachers. The literary study of English, too, is far from occupying its rightful place. Two or three years ago a single Berlin continuation school had over eleven courses in the mother tongue. The Birkenhead schools between them cannot boast of half that number. The combined history and geography of the Empire, well taught and with good lantern illustrations, is another informing and attractive subject. But it does not seem to find a place at present in the continuation school curricula of the Borough. Again, do we not need in England a strenuous propaganda for teaching through our evening schools the privileges and obligations of citizenship? What Denmark has done through her people's high schools, might, if the task were seriously essayed by public authorities, working hand in hand with various associations, find a counterpart in this country

The most popular group with the female students is that of Home Occupations and Industries. The popularity of this group of subjects is heartily to be welcomed. Of 490 class entries in the group, male students are responsible for no more than 28, *i.e.*, in ambulance classes. Laundry work is the only conspicuous domestic subject in which instruction is not provided.

The classes for adults have hitherto not been largely attended. There is one at Cathcart Street for police constables and another general class at Woodlands. It is a first condition of the success of such classes that they be reserved entirely for grown-up people. The ordinary man or woman naturally dislikes working side by side with boys and girls and soon deserts if they are introduced into the class. Educationally too, it is not sound practice to try and teach together students who differ widely in age. Quite different methods ought to be employed. It is worth remembering also that different furniture is needed. An ordinary school desk is a very uncomfortable seat for a grown man or woman, and, if the work among adults is to develop, it will be necessary to set aside special rooms and to furnish them with chairs and tables, as is done in many of the successful continuation schools abroad.

Reference has been already made to the most serious of the obstacles which impede the success of continuation school work. Instead of entering the evening school within a few months of leaving the day-school, most of the scholars are content to let two or three years elapse during which they put from them all thoughts of further education. For this reason, the years which immediately follow the close of the elementary day school period in a boy's life are too often years of intellectual deterioration. Many young people even lose the power of reading intelligently. This deterioration is a very serious matter from the national point of view. One minor result of it is, that the evening schools are condemned to do once more what is properly the work of the elementary day schools, and to do it under difficult conditions. There is thus great waste of teaching power, and the standard of work throughout the schools is seriously impaired.

It is natural enough that the average boy who has just left the elementary school should enjoy his liberty and keep away from the evening school. It would be absurd to express any surprise at such a state of things. But whether the nation can afford to allow him thus to throw away so much of what the nation itself has just given him at a great expense is another matter. For my own part, I have been drawn to the conclusion, though with much reluctance, that in the present conditions of urban life, the State ought to require every boy and girl to attend an evening class twice a week, during six months of the year, and for the two or three years immediately following the conclusion of the compulsory day school course.

But much else is necessary besides compulsory attendance for a few months during a couple of years, if the evening continuation schools are

to render to the country a more effective service than heretofore. What is most needed is a change in the normal conditions of work in the elementary day schools, and a quickening of intellectual interest there. In our elementary schools the classes are as a rule far too large. The methods of teaching which have to be employed in classes of sixty or seventy children are hardly calculated to develop the intellectual power and interest of the individual child. Further, the practice of taking the two top standards of a school together results, too often, in mere marking time. There will be much more keenness in intellectual things in the country when more has been done to remove this grave defect in our elementary education, and to secure a more liberal course of training for those intending to become teachers in elementary schools. Again, what is not yet generally realised is that the evening schools, if they are to influence national life, must develop their own individuality; devise their own curricula; find their own methods; live their own life. At present they are too content to take their curricula from stock patterns, and their methods from the elementary schools, with the result that hardly any of them make the individual appeal which is the mark of a school, as distinct from a mere bunch of classes. Certainly the evening schools must come to mean infinitely more than they do now; more brain work must be put into them, before the community can hope to receive from them the service which they might well render to the national life.

Before passing on to a description of the Holt and Laird Schools, it will be interesting to note the working of the Education Committee's regulation that each evening school student shall take at least two subjects. The total number of students and of class entries in each school are as follows:—

School.	Male.		Female.	
	Students.	Class Entries.	Students.	Class Entries.
Woodlands	431	1104	277	516
Cathcart Street	242	582	126	252
Well Lane	187	625	146	272
Totals	860	2311	549	1040

From this table it appears that a considerable number of the male students must be taking more than the necessary two subjects; especially at Well Lane, where the average is 3.3 class entries per student. The women, on the other hand, rigidly limit themselves to the minimum. Very nearly half the class entries of the women (462) are for subjects in the group, "Home Occupations and Industries," and the figures, therefore, bear out to some extent the complaint which was made to me that many young women wish to come for a single practical subject and merely take a second to comply with the regulation, and not with any serious intention of study. As a rule, I believe that the Committee will do well to bring pressure to bear upon its students to take up connected courses. But here, perhaps, an exception might be made, first, because such subjects as needlework, sick-nursing, and cookery are very much more self-contained, so to say, than history or physics for example, and it is quite possible to study either of them profitably without troubling about any other subject; secondly, because the demands which home life makes upon a woman are so continuous that in many cases she often finds it difficult to spare the time to attend an evening school.

The work of the continuation schools has been designedly limited in scope to prevent any trenching upon the provinces of the Laird and the Holt schools, and in the main this end has been achieved. The science and art subjects for instance which are taught in the continuation schools are of a standard which is merely preliminary to the First Stage of the Board of Education, the lowest standard adopted at the Holt School in all subjects save mathematics.

As there is no provision for commercial subjects at the Holt School, these are carried further in the continuation schools than any other branches of study. A second year course in a non-commercial subject is the exception in the continuation schools.

The one group of subjects in which the continuation schools and the Holt School really overlap is the Home Occupations group (cookery, dressmaking, and millinery), but, as the fees have been so arranged that neither school underbids the other, there can be no objection to a continuance of the overlapping.

In the following table, the class entries at the Holt School of Science and Art, for the session 1903-4, are classified in groups of subjects, and according to the stages recognised by the Board of Education, or, in the case of technological subjects, by the City and Guilds of London Institute.

Subject.	Stage I. or Preliminary	Stage II. or Ordinary.	Stage III. or Honours.
I. Mathematical Subjects	97	12	7
II. Physics and Chemistry	81	40	6
III. Other Sciences..	84	67	—
IV. Building Trade Subjects	138	59	7
V. Engineering Subjects	312	48	—
VI. Naval Architecture	15	9	—
VII. Plumber's Work	28	—	—
Totals	755	235	20
VIII. Home Occupations	157	—	—
IX. Art Classes	24	—	—
X. Political Economy	25	—	—

The total number of class entries was 1,216, divided among 744 individual students.

Except in the Engineering group—a most important exception—the number of students taking Second Stage, *i.e.*, practically second year, courses is very satisfactory when compared with the number of those taking first year courses. In criticising the serious falling off in numbers between Stage II and Stage III, it is only fair to remember that in most subjects the ordinary student reaches the end of his tether in Stage II. In Mathematics, for instance, no one who has not distinct mathematical ability is likely to go beyond Stage II. Moreover, very few students, at least under present conditions, care to spend more than three consecutive sessions in the evening school. Further, very many students do not get out of Stage II until the third year of their course, the difference in the standard of attainment between Stages I and II being more, as a rule, than can be compassed in a single year.

In view of the small number of Stage III students, I have considered whether the Education Committee is justified in continuing the advanced classes. The Borough Education Office has furnished me with an estimate of the cost of the various stages based upon the remuneration paid to the lecturers; from which it appears that the expenditure upon Stage III work is too trifling to be considered seriously. It must also be remembered that the work of Stage I and Stage II is likely to be more efficient in the hands of lecturers who are prepared, if the need arises, to carry their students further. If, however, the more advanced work should ultimately develop, the question of its cost might again be considered with a view to the possibility of arranging for its transfer to the Liverpool Municipal Technical College in Byrom Street.

Under the heading of Mathematics I have included a large class in plane and solid geometry. Stage I, pure mathematics, is really covered in two years, there being a class of over 50 students at a more elementary stage still. Many of these students, I am told, come session after session and never pass out of this preliminary class. Of the small proportion who pass the examination at the end of the session, not more than four or five enter the class above for Stage I proper. That there is no steady current of students through the complete course is shown by the following statistics for last session:—

Preliminary Class: 51 students.;

Stage I: 18 students, of whom 4 or 5 came from the previous year's preliminary class;

Stage II: 12 students, of whom none took Stage I at the Holt School;

Stage III: 7 students, of whom 5 passed Stage II at the Holt School.

The higher mathematical classes therefore, are not fed by the lower ones to any appreciable extent, but depend for their supply upon casual students reading for University and other examinations; an unsatisfactory state of things for which it is not easy to suggest a remedy. In saying this it is fair to record that the Engineering and Building Trades sections have their own mathematical classes.

The science subjects other than physics and chemistry include biology, botany, zoology, human physiology, hygiene, physiography, geology and mineralogy. Many of the students are either ex-pupil

teachers preparing for the Board of Education's Certificate Examination, or teachers who are seeking to obtain the bonuses offered by the Education Committee for Stage II Science Certificates.

The largest group of skilled artisans in Birkenhead are engaged in engineering and allied industries. In these industries nearly 6000 men are employed, of whom nearly 2000 are shipwrights; a number which is almost certain to increase in the future. The course for engineering students at the Holt School therefore, stands in vital relation to the principal industry of the town, and it is much to be desired that more advantage should be taken of it than is now the case. There is an increase upon last year of 29 in the number of students taking the First Year's course. But this is more than counterbalanced by a decrease of 70 in the number of Second Year students. To show the nature of what is attempted I cannot do better than quote Mr. Lloyd Barnes' outline description of the complete course.

"FIRST YEAR'S COURSE—The subjects taken by the student in his first year depend in a very large degree upon his age, the progress he has made at school, and the extent of his workshop experience.

All Engineering students should join the Mechanical Engineering and Machine Drawing classes, and they will, without exception, be expected to take Mathematics. In the case of students not sufficiently well prepared for the Elementary Mathematics class, attendance at the Technical Arithmetic will be insisted upon.

Young students just commencing their workshop experience will be well advised to substitute the class in Solid Geometry, for the Mechanical Engineering and Machine Drawing classes.

The average student who has not received instruction in Science in a Higher Grade or Secondary School will probably find the work in the classes above mentioned as much as he can manage in the first year.

Students possessing a fair knowledge of Mathematics may, however, with advantage, take up one of the classes in Theoretical Mechanics, Sound, Light and Heat, or Magnetism and Electricity, whilst those who have already taken these subjects at school will probably be sufficiently well prepared to take the Elementary classes in Applied Mechanics or Steam.

The aim, in the Mechanical Engineering class, will be to give the student an elementary knowledge of the principles which underlie the theory and practice of Mechanical Engineering; and in the Machine Drawing class to thoroughly familiarise him with the use of scale drawings, and to enable him to represent on paper the simpler parts of Engine and Machine details, by sketches and by properly dimensioned scale drawings, in which the plan, elevation, and section are properly projected.

A special feature will be the inclusion, in the Mechanical Engineering class, of a short course of instruction dealing with the elementary portions of Mensuration, Mechanics, and Heat, such as are necessary for an intelligent appreciation even of the most elementary formulæ and calculations made use of by the Engineering student. A short course of Geometrical Drawing will be included as a preparation for the Machine Drawing class."

"SECOND YEAR'S COURSE—The work for the second year of the course will naturally depend upon the subjects taken up and the progress made in the first year.

Those who have passed in Machine Drawing and in Technical Arithmetic or Mathematics should proceed to take up Applied Mechanics and Steam, and should also continue, concurrently, their studies in Mathematics.

In the case of those students who have had no drawing office experience, attendance at the Advanced Machine Drawing class may, with advantage, be postponed till the third year, when some progress will have been made in at least the elementary stages of Practical Plane and Solid Geometry, Applied Mechanics and Steam.

The second year student who has not in his first year course taken up Theoretical Mechanics, Sound, Light and Heat, or Electricity, will probably find time to take up elementary classes in one or more of these subjects; and he is strongly advised to do so rather than give the whole of his time to the specifically engineering subjects."

"THIRD YEAR'S COURSE—In the third year, to a greater extent even than in the second year, the work depends upon the progress already made, and the student should seek for individual advice from the Principal.

The only general advice applicable to all third year students, which can be given here with profit, is to urge them not to be too anxious to proceed to the higher stages of the one or two subjects in which they have been successful, but rather to broaden the ground-work of their knowledge by taking up collateral subjects, and especially devote considerable time to Mathematics, by which means only can they equip themselves to pursue their more advanced studies.

It may be well also to remark that no student can hope to be successful in the advanced stages of the Engineering subjects as they are now treated who is not familiar with the matters dealt with in the Practical Mathematics Class."

"ELECTRICAL ENGINEERING—Engineering students who are specialising in Electrical Engineering should take up the subjects of Magnetism and Electricity and Electrical Engineering as early as possible in the course; they should, however, bear in mind that Mechanical Engineering is the foundation of Electrical Engineering, and spare no effort to take full advantage of the classes in the former subject."

Candidates for the classes are submitted to an easy but sufficient entrance examination at the commencement of the session, and those who fail to reach the proper standard are sent back to the continuation schools. It will be seen also that the subjects of instruction are grouped in a consecutive course. Students are not free, save within very narrow limits, to choose their subjects themselves. Any other arrangement would of course be fatal to solid progress.

The engineering classes are conducted entirely in the evening and must as a rule continue to be so. The life of an engineer is a hard one, and it is essential that the lad who chooses it should have an early dose of practical experience. Otherwise, he may find too late that workshop conditions are not to his mind. But, because this is so, special efforts should be made to induce employers to give their apprentices extra facilities for the continuance of their studies. This is being done more

and more by individual employers throughout the country. In many cases attendance at technical classes is insisted on, and the employer both pays the fees, and, by a periodical inspection of the school registers, assures himself that his apprentices are keeping their side of the bargain. An instance of special interest to Birkenhead is that of the great Cheshire firm of Brunner Mond & Co. One of the Company's rules runs as follows :—

> "It is a condition of the employment of boys under the Company that they shall have passed the sixth standard in a day school or night school, and that they shall have attained the age of fourteen years, and it is a further condition that all youths, not apprentices, under the age of nineteen years, or who reach the age of nineteen during the session, shall attend the evening classes at least three times out of four that the school is open, and that apprentices shall so attend during the whole period of their apprenticeship."

A rule which, as Sir John Brunner testifies, now works "not only without friction, but to the entire satisfaction of all concerned—directors, managers, teachers, parents, and boys alike."

In some towns, notably in Bradford, the Federation of Engineering Employers have agreed to allow their apprentices half-a-day a week for technical class work. I understand that, up to the present time, the Education Committee in Birkenhead has not approached the local employers to secure these or similar concessions. I would suggest that this should be done as part of a larger effort to create interest in the work of the school. If the engineering classes—and the remark applies to trade classes generally—are not practical, they are naught. To be practical, they must be kept closely in touch with the industries of the locality, and the best method of achieving this is to enlist the sympathy of the local employers and to give them a share in the control of the classes. Modern industrial developments tend to make the technical school more and more necessary. In the hurry which results from competition there is less and less opportunity for instruction in the workshop. Yet a workman who uses his head as well as his hand and who can be depended upon to work with intelligence and care is more valuable than ever before. Good technical education develops these valuable qualities. As it becomes more general, it tends to raise the level of public opinion in the workshop. It ought not to be difficult, therefore, to obtain the active help of enlightened employers in support of the technical classes, and even the financial support of the trade federations, once they are convinced that practical training and not purely academic exercise is the aim of the school.

At the Laird School of Art the total number of individual students on the rolls for the whole session 1903-4, was 182, as compared with the corresponding total of 179 for the whole session 1902-3. In the whole session 1903-4, the class entries for the general art subjects numbered 182. The number of class entries in these subjects on March 5th last was 135, and the attendance at the classes for the week ending March 5th, 117. This is good. The average attendance in the classes for the whole session 1902-3, was 49.7 per cent of the number of class entries.

In art embroidery, the number of class entries for the whole session 1903-4, was 14. The number of class entries on March 5th last was 10, and the attendance for the week ending March 5th was 7. In woodcarving, the corresponding figures were 22, 16, and 10. The number of class entries in art embroidery and woodcarving were larger in 1903-4 than in the previous year.

In the science classes held at the Laird School of Art, the total number of individual students on the rolls for the whole session was 44. The number of class entries in building construction on March 5th last was 8, and the attendance in the week ending on that date was 3. In machine drawing the corresponding numbers were 15 and 11; in practical plane and solid geometry, 5 and 5; in mechanical engineering, 15 and 11. Unless there is some special reason, at present unknown to me, why these science classes should be maintained, I would suggest for the consideration of the Committee the advisability of their discontinuance.

I was pleased with much of the work which I saw going on in the art classes at the Laird School of Art, and, in view of the great educative importance of good art teaching, I believe that the considerable expenditure which the school entails will be found in fact to be, in ways direct and indirect, remunerative to the Borough.

The evening class students fall into two separate categories according as they group themselves round one or other of two distinct and diverse aims. On the one hand, there are the students whose object is the extension of their general education; who are impelled by the consciousness of their own limitations and by the desire to know more. On the other hand, there are those whose object is not primarily educational but practical, and who wish to acquire certain specialised knowledge, and in some cases merely a certain practical dexterity, which

will be of direct value to them in their employment. The two cases should be considered apart. For the very reason that the subjects of a general education, the liberal subjects, cannot be directly turned to account in the market, and are yet the only safe foundation upon which serious technical knowledge can be built up, every reasonable means, consistent with the dignity of study, should be adopted for their encouragement. The fees should be as low as possible; the restrictions upon choice should be as few as possible; the subjects should be treated in ways appropriate to the particular class of student. Students might well be left free to take individual subjects. At the same time they should be offered carefully correlated groups. But while the entrance to the continuation school should be made easy, the discipline of the school, once the student is in it, should be maintained. The teachers ought to be free to decline an entry for a particular class if they do not consider that the student is likely to profit by it; at present they do not feel able to do more than offer advice which may be accepted or rejected. Home work also ought to be insisted on as the rule. In the higher classes of the schools, good home work is done now by about four-fifths of the pupils: in the lower classes very few do it. The school meetings, I understand, have been reduced from three to two a week on purpose to allow time for home work, and the penalty for shirking it repeatedly and without adequate excuse should be expulsion. In order that students may have every opportunity, it would be well if they were allowed to use the text books, with which the Education Committee furnishes them, in their own homes.

But in regard to the technical subjects, the case is different. These, it is to be presumed, are directly remunerative. For them accordingly a much higher fee should be charged. At the same time, their standard ought to be raised. Profitable specialisation is impossible save for a mind founded upon a basis of general education, and the attempt to give the latter through the medium of the technical class merely results in bringing the work into disrepute. One of our difficulties in England is that practical people will not regard the technical work seriously. They are not likely to do so while boys are encouraged to embark upon it when they ought to be reading, writing, and ciphering. It would be well if the purely continuation work and the technical school work were separated from one another, the Council evening schools being confined to the former, and the latter being given in the Holt School, the Laird School, and the proposed Higher Grade Commercial Evening School.

To the three technical schools no one should be admitted who did not give indubitable proof of his or her fitness for the course of instruction in them. Pupils from the Higher Elementary School and secondary schools would generally be able to furnish this evidence; elementary school pupils, on the other hand, would probably first have to go through the ordinary continuation schools. In order that a close connexion may be established between the continuation schools and the higher evening schools, a system of free studentships from the former to the latter is suggested elsewhere in this report.

I would further urge that the curricula of the higher schools should be organised in courses of connected subjects, as is now done in the engineering department, and that students should be expected to take the full course appropriate to their case.

The adoption of these measures would at first result in a lowering of the numbers in both grades of schools. But this prospect might be faced with equanimity. One of the most unmistakeable signs of present waste in the evening school work is to be found in the serious irregularity of attendance which characterises every department of the schools. In the ordinary continuation schools, at the time of my visit, the attendance was barely 50 per cent. of the total roll, and less than 70 per cent. of the effective roll for the week. One school, with 426 individual students on the books, began the session with 312 as its highest attendance, and had steadily dropped to 198. In the Holt School the attendance was under 60 per cent. of the total roll; a record better than that of the continuation schools, but, nevertheless, far from satisfactory. Birkenhead, however, is not worse off in this respect than many other localities. Broadly speaking, only between one-half and two-thirds of the students on the books of the evening schools throughout the country seem to be really effective. Is it not time that we ceased to encourage quantity at the expense of quality? The evening school movement now is in the trough of the wave of popular favour, and our efforts to arouse a fresh interest in it will be successful just in so far as we can create in the schools themselves a new impulse towards serious study and intellectual discipline.

Chapter VII.

SUGGESTIONS FOR THE ESTABLISHMENT OF A SCHOLARSHIP SYSTEM.

THE establishment of a well planned scholarship system is at the present time one of the most pressing educational needs of Birkenhead. It is not enough to co-ordinate the various grades of schools. Beyond this, every child, however narrow its circumstances, should, so far as its ability warrants, be helped to take advantage of the opportunity which such co-ordination affords. The problem is threefold: (1) to provide a means of passage for boys and girls of special promise from the primary schools to the secondary schools; (2) to enable those whose promise has to some extent matured into performance, to pass on from the secondary schools to the Universities or higher Technical Colleges; and (3) to encourage evening students to move forward from the ordinary evening continuation schools to the higher work of the technical classes. And these things have to be done without wasting public funds upon children incapable of profiting by higher training. It is but a cruel kindness to start boys and girls of mediocre abilities upon a course of higher education from which they are intellectually unfitted to profit. The result is disappointing to the recipients and unremunerative to the community. It would not be to the public advantage to encourage by large subsidies the formation of a semi-literary class, educated above their intellectual station and discontented with their lot. On the other hand, the ranks of the nation's brainworkers need constant reinforcement. At all periods in English history the state has derived great benefits from the timely helping forward of youths possessing great native vigour of mind, but scanty personal prospects. The more intense competition between nations has now made it necessary to attempt to organise upon a larger scale this helpful process of encouragement to real ability, this giving of chances to those to whom the appropriate intellectual opportunity would otherwise never come. The absence hitherto of any scholarship system in the Borough provides the citizens of Birkenhead with a great opportunity of profiting freely by the experience which other local authorities have gained in dealing with this difficult but necessary task.

It would obviously be fair to assign the greater number of the scholarships to the lower part of the educational system. The free admissions to the new Higher Elementary School will be of the nature of scholarships for the large number of children who will leave school at about fifteen years of age, and from whom ultimately will be recruited the skilled artisan class, both male and female, and to a considerable degree the middle grades of commerce. But, with the exception of the four or five boys and the fifteen or twenty girls who are likely to enter the Preparatory Pupil Teacher Classes referred to elsewhere in this report it is not contemplated that the scholars will pass on from the top of the Higher Elementary School to any other institution for *day* instruction. Their natural course will be to enter shops, offices, or factories, between their 15th and 16th year, and to continue their education by means of the evening classes at the Holt and Laird Schools, or at an evening school of commerce.

Minor Scholarships.

But apart from the provision of free education at the higher elementary school, the base of the scholarship system proper would naturally be formed by the minor scholarships. The object of the minor scholarships should be to enable the children of parents possessing but slender means to go through the four years' course at a secondary school. The boys would do this mostly at the Institute; though in a few cases at Birkenhead School; the girls at the public secondary girls' schools in Oxton, Higher Tranmere, or on Holt Hill, or at one of the specially recognised private schools. These scholarships would be intended mainly for children in the public elementary schools of the Borough but should not be entirely limited to them. A proportion, say from 10 to 25 per cent., might wisely be left open to the pupils of those private schools in the Borough, the efficiency of which was attested by a system of regular inspection approved by the Borough Education Committee. As the normal period of the secondary school course covers the years from twelve to sixteen, the scholarships would naturally be awarded at or about twelve years of age, and be annually renewed for four years, provided that the holder proceeded regularly from year to year of the secondary school course and that the authorities of the school made a satisfactory annual report upon his or her conduct and progress. It would be undesirable to make the renewal of the scholarship contingent upon the passing of any external examination.

As for the value of the minor scholarships, it would be enough, in the first instance, if in each case the scholarship were sufficient fully to defray the secondary school fees. But it would be expedient to supplement this by an allowance for books. For the latter purpose, a sum of £5 spread over the four years would probably suffice. As far as possible, the choice of school might be left to the parents, and the school fees would be most conveniently paid by the local Education Authority directly to the school. It would obviously be necessary to have some maintenance allowances, if the poorest children are to derive, as they ought to be enabled to do, full advantage from the scholarship system. But it is wiser to keep these maintenance allowances entirely separate from the scholarships. Attaching them to some of the scholarships simply results in the best prepared child securing, in addition to the scholarship, an allowance for maintenance. The allowance does not, in such a case, at all necessarily help the one who needs it most. The maintenance fund would best be administered privately by a special sub-committee of the Education Committee. To this committee application would be made by parents whose means were too straitened to admit of their maintaining their children throughout the secondary school course. No stigma would attach to maintenance allowances granted upon these conditions.

The method to be employed for selecting the scholarship holders from the 20,000 children, more or less, in the various schools of Birkenhead is all important, for the success of the system hinges upon it. In the first place, anything in the nature of special preparation, or cramming for the examination, should be severely discouraged. Just as it is possible to ruin the physical health of a child by laying unsuitable tasks upon it during the growing period, so is it possible to use up its mental power prematurely, and the danger of the latter is greater, because the growth of the brain is slower and more prolonged than the growth of the body. From the first, therefore, the teachers in the primary schools should be encouraged to feel their peculiar responsibility in the matter. Subject to the age limit suggested above, and perhaps to the further limitation that a special case would have to be made out for the admission to the examination of any child below the fifth standard, the recommendation of the teacher might wisely be made a condition of candidature. Such recommendations should deal specifically with the candidate's moral character, ability, and industry. Further, the set subjects of examination should be those taught in the elementary schools, together with some

test of general knowledge and intelligence. They should include at least:—

The mother tongue, in which should be tested the candidates' accuracy of expression in matters familiar to them, and their power of reading intelligently;

Arithmetic, including fractions and the unitary method;

The science of common things;

Geography, especially that of the home district as being within the range of the child's direct observation;

Drawing; and (for girls) needlework.

By means of this first examination, a rough order could be established among the candidates.

But, in the case of young children, an examination conducted entirely in writing cannot be regarded as a satisfactory method of finally selecting those who are to receive valuable scholarships, or who, in other words, are to be given the key to great intellectual opportunities. Written composition is not the medium through which a healthy-minded child of twelve best expresses its thoughts, its judgments and its ideas. It will be wise, therefore, to base the final award of the scholarships upon an *oral* examination, in which the personal skill and knowledge of experienced teachers can be brought to bear directly.

For the purpose of the double test, written and oral, I would suggest the appointment of an examining sub-committee, containing representatives of the Education Committee, of the primary school teachers, by whom the children have been taught, and of the secondary school teachers to whom they are to be handed on. In this way the examination would be kept close to the lines of the teaching in the schools, and local conditions would be given their due weight. As reporting Chairman of the committee, there might be appointed an experienced inspector, or a teacher entirely unconnected with Birkenhead.

The examination should be held annually at such a time that the successful competitors could enter the secondary schools at the opening of the school year in September. It should be made a condition of entrance to the examinations that parents undertook, unforeseen accidents apart, to allow their children, if successful in winning scholarships, to complete the full four years' term, at the secondary school.

In this way the Committee would be able to find out and to aid children of poor circumstances whose abilities fit them to pass, with credit, through the secondary schools and thereafter, perhaps, to the Universities or technical schools, and also those who are likely to become successful school teachers. Such a scholarship system would be a great boon to the families of skilled artisans, and of ratepayers occupying a middle station in life. One of its indirect effects would be that a very suitable type of candidate would be encouraged to take up the profession of teaching in the public elementary schools of the Borough.

Such a system of scholarships could not of course be started at full speed. Parents, children, and teachers would need to be accustomed to it. At first, the number of candidates would be small, and only after a lapse of years could it be certain that the possibility of winning a scholarship would be present to the mind of every child in the area. From the very first, however, the standard of the scholarships should be kept high. They had better not be awarded at all than used to bring on children of inferior powers to higher schools where they would only succeed in dragging down the average of work, to their own loss and that of every one else concerned. From the first, it should be an honour to be elected a Town Scholar, and the names of such scholars should be formally recorded in the schools from which they come. Moreover, the secondary schools will have to learn to assimilate these scholars and to help each as best suits his or her need. This will prove no easy task. The beginnings of a scholarship system, therefore, are best kept small. Probably ten minor scholarships for boys and ten for girls would be enough to offer in a first competition. - Afterwards, the Committee would be largely guided by the reports of the examining sub-committee, always aiming at quality rather than quantity in its scholars. The limit in the upward direction is fixed by the number of scholars which the secondary schools are able to take. Not more than a quarter of any school, at the most, should be minor scholars, otherwise they tend to be a class apart, holding together as a company, and owning an incomplete allegiance to the school in which they find themselves. It would be long, however, before the Committee would feel that they were justified by the ability of their candidates in approaching that number.

The provision of facilities whereby the pupil teachers and elementary school teachers of the future may obtain a secondary school education is best regarded as one aspect of the scholarship question. The wisest course would be to leave intending teachers to find their way to the

secondary school by means of minor scholarships won in the general Borough competition. In considering the number of minor scholarships to be offered, this should be allowed for. Other means, suggested elsewhere in this report, might be adopted to induce minor scholars, and other secondary school pupils to decide at the age of fourteen to look forward to the work of teaching in elementary schools.

The minor scholarship would ordinarily terminate between the scholars' sixteenth and seventeenth birthdays. At that age, probably, many of the girls and a certain number of boys would be ready to become pupil teachers, and a still larger number of the boys would desire to become apprentices to professional or business life. The case of those, however, who might intend to proceed by open scholarships to the Universities calls for special consideration. Such University scholarships are rarely won by candidates under eighteen years of age, and usually only after two years specialisation in the sixth form of a secondary school. It should, therefore, be left to the discretion of the Committee to extend a certain limited number of minor scholarships for one or two years, provided that the authorities of the school showed cause for such extension.

Major Scholarships.

The directions in which it is possible to turn for further education beyond the secondary school course are so various, that no examination in the ordinary sense can satisfactorily determine the award of the major scholarships which should be available for young people of both sexes at about their eighteenth birthday. Neither is it possible to say exactly what scholarships will be required. It would be well if a sum of £450 to £500 a year were set aside as a Major Scholarship Fund, and if awards were made annually from this fund by the Committee after due consideration of the applications of candidates. Such applications might be made on a special form before an appointed date in each year, and should be required to bear the endorsement of the candidate's parents and teacher. The application should always contain a statement of the candidate's previous educational record: for this the teacher should be responsible. The circumstances of the parents should also be set out, together with the precise purpose for which a scholarship may be desired and the smallest amount which will serve for the accomplishment of that purpose. With the sum suggested, it would be possible for the Committee to provide annually (1) a scholarship of £50 a year, or less, tenable for three years

at a University or technical college, and open to boys of Birkenhead School and the Institute; (2) a similar scholarship for girls in the recognised secondary schools of the Borough; (3) a scholarship of £25 a year as a maximum, also tenable at a University for three years, and open to second-year pupil teachers; and (4) a balance of £75 or £125 a year would remain over for smaller grants. The exact disposition of the fund, however, should always depend upon the applications received and not upon any pre-arranged scheme for distribution. Where scholarships were granted to the pupils of schools under public management, the authorities of the school might fairly be asked to supplement any grant made by the Education Committee. In all cases, the annual renewal of a major scholarship should be dependent upon satisfactory reports of conduct and progress being furnished by the proper authorities.

Evening School Studentships.

The great majority of Birkenhead children, in the future as in the past, will leave the elementary schools to go to work at or about fourteen years of age. For the educational needs of this majority the ordinary evening continuation schools will provide. After one or two sessions in the continuation schools, it should be possible to draft them to one of the three technical evening schools, two of which—the Holt and the Laird Schools—are already established, and the third of which—a commercial evening school—I have already suggested might be opened in the buildings of the new Higher Elementary School. Pupils who had completed the course at the Higher Elementary School or at a secondary school, should be qualified to enter the technical evening classes without passing through the lower continuation schools. It would not be necessary to offer free studentships, tenable at the lower evening continuation schools, but when the student had shown by a session's work in the continuation school that he possessed the necessary grit and seriousness of intention, there should be a liberal provision of free studentships to enable him to enter the higher technical evening schools.

If these suggestions commend themselves to the judgment of the Committee, about 40 free studentships, tenable at any of the three higher evening schools, might thus be awarded every year to pupils in the ordinary continuation schools, the award being based upon the thoroughness of their work during the session. Each such free studentship might well be supplemented by a grant of seven shillings and sixpence for the purchase of necessary books or apparatus.

Secondly, to students completing their first year at the higher evening schools, about 20 free studentships might be similarly awarded, each carrying free instruction for a second year together with a grant of fifteen shillings.

Thirdly, five evening school exhibitions of the value of £5 each, tenable at any approved evening classes, might be thrown open to students who have completed two sessions of study at either of the higher technical evening schools in Birkenhead.

The scholarship system which has been described in this chapter pre-supposes for its successful operation a group of earnest-minded workers who will willingly give time and trouble to the task of seeing that the scholarships are brought within the reach of all deserving children and young people in the Borough, however humble may be their station in life. In particular, my suggestions for a maintenance fund and for the allotment of major scholarships could not be carried out justly and without waste unless there were members of the Education Committee to whom their working would become a matter of deep personal interest. It is only at the cost of much personal trouble that a scholarship system can be successfully carried on. Administrative mechanism, however faultless, cannot alone secure its success. The task of choosing for the future among those whose present is always immature, of arbitrating between nicely balanced personal claims, of measuring the real value of the early signs of intellectual promise, cannot proceed by mechanical rules and standards. It demands great patience and vivid and sympathetic interest, qualities which, I am sure, many citizens of Birkenhead are willing to bring to so important a work.

It will be noted that the scholarship system proposed will not attain its maximum cost for some years. Since each minor scholarship will be tenable for four years, it will be that length of time before the ful number (80) are taken up. The Major Scholarship Fund would not be fully called upon until the third year of the operation of the scheme. The evening studentships, however, being annual would stand near their maximum from the beginning.

If 20 minor scholarships were awarded in the first year, 10 for boys and 10 for girls; and the number offered for competition were increased each year by 10 to a maximum of 40; and if maintenance allowances were made to half the number of scholars and averaged £10 per scholar

per annum; the first year's cost of the minor scholarships, including school fees, books, and maintenance, would be about £370. The maximum cost, reached in the sixth year, when there would be 160 minor scholars, would be about £2,900. The first year's cost of major scholarships would be about £150, and the third year's, or maximum, £450 to £500. The annual cost of the evening studentships would be £55. If only 20 minor scholarships were offered annually, the maximum cost of the minor scholarships would be about £1,500, and the total cost of all scholarships and studentships would be some £200 less than the proceeds of a penny rate.

Chapter VIII.

AN OUTLINE OF THE SUGGESTED PLAN FOR THE ORGANISATION OF EDUCATION IN BIRKENHEAD, WITH DIAGRAMS.

IN the diagrams contained in this chapter an attempt is made to show the relationship which would be established between the different types of schools, and grades of education, within the Borough, if the suggestions made in this Report met with the approval of the Committee.

The first diagram shows the suggested correlation of the ordinary public elementary day schools with the evening schools. The arrows indicate the educational track of the pupil through successive grades of instruction out into the practical duties of life. It will be understood, however, that the list of occupations named at the head of this and other diagrams is not meant to be exhaustive.

The second diagram illustrates the very important place which the new higher elementary school, about to be opened by the Committee, will hold in the educational organisation of the Borough. It is much to be hoped that the Board of Education may see its way, by a liberal revision of Articles 38-42 of the Code of Regulations for Public Elementary Schools, to develop the system of higher elementary schools on the lines which have already been adopted in Scotland. The national need for improved facilities for the education of boys and girls (especially the children of skilled artisans, of clerks with small incomes, and of many persons engaged in retail trade), up to the age of about 15, cannot be most appropriately or (if due regard is paid to efficiency) most economically met by a development of secondary day schools alone. The material improvement of our secondary day schools will accomplish much, but concurrently with that improvement there should also go forward a vigorous and liberal development of higher grade schools.

The third and fourth diagrams show, in the case of boys and girls respectively, the place which the secondary schools of Birkenhead would hold in the plan of educational organisation suggested in this report. It will be seen that in both diagrams, and especially in that relating to the secondary education of girls, regard is had to the useful service which may continue to be rendered by efficient private schools. Both diagrams show the relationship between the secondary schools and the Universities, and I may perhaps be permitted here to express a strong hope, that the connexion between the secondary schools of Birkenhead and the University of Liverpool may grow more intimate year by year.

DIAGRAM I.

THE CORRELATION OF THE EVENING SCHOOLS WITH THE PUBLIC ELEMENTARY DAY SCHOOLS.

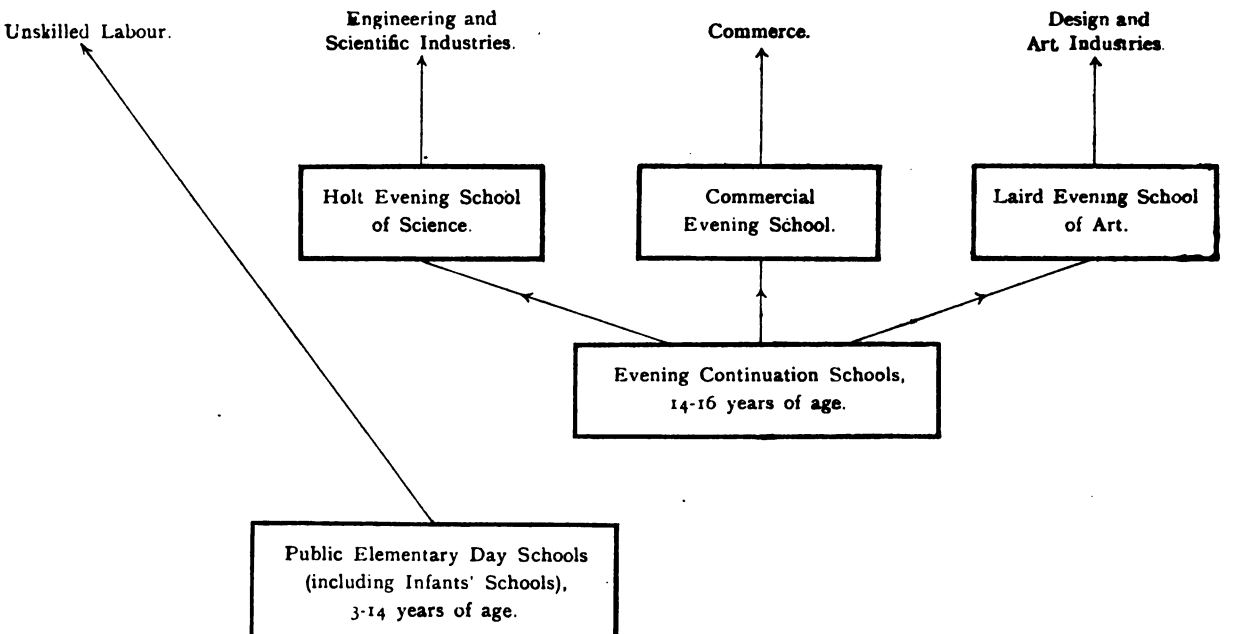


DIAGRAM II.

THE HIGHER GRADE SCHOOL.

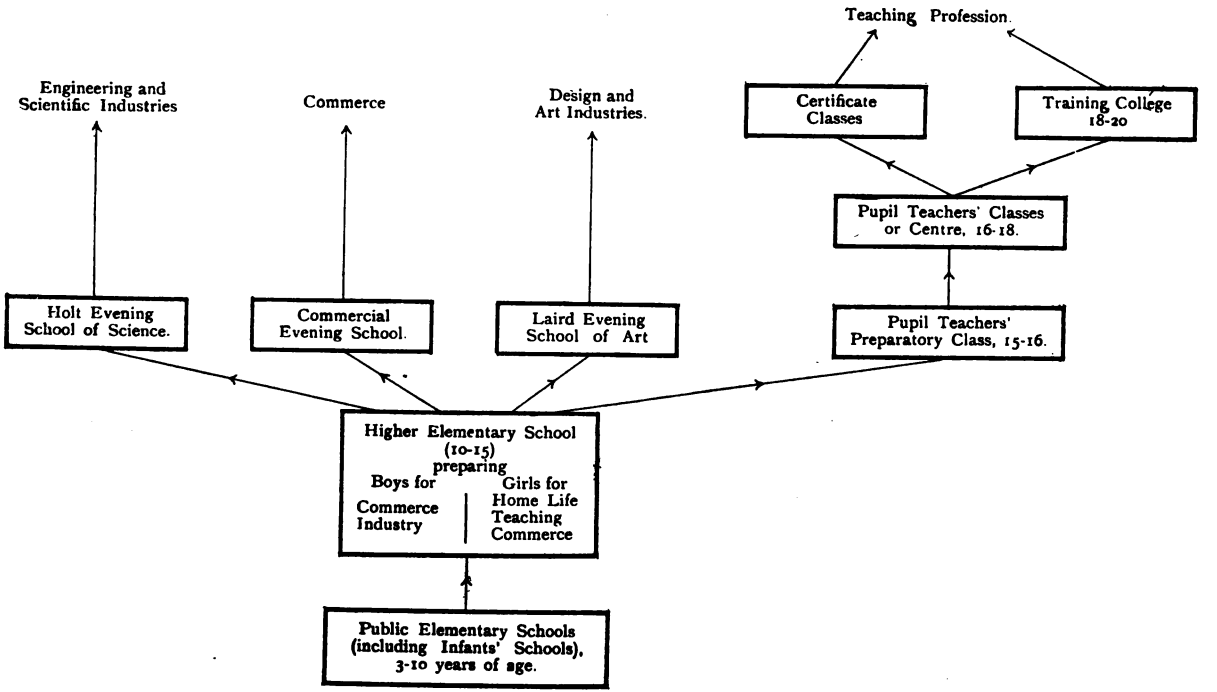


DIAGRAM III.

THE BOYS' SECONDARY SCHOOLS.

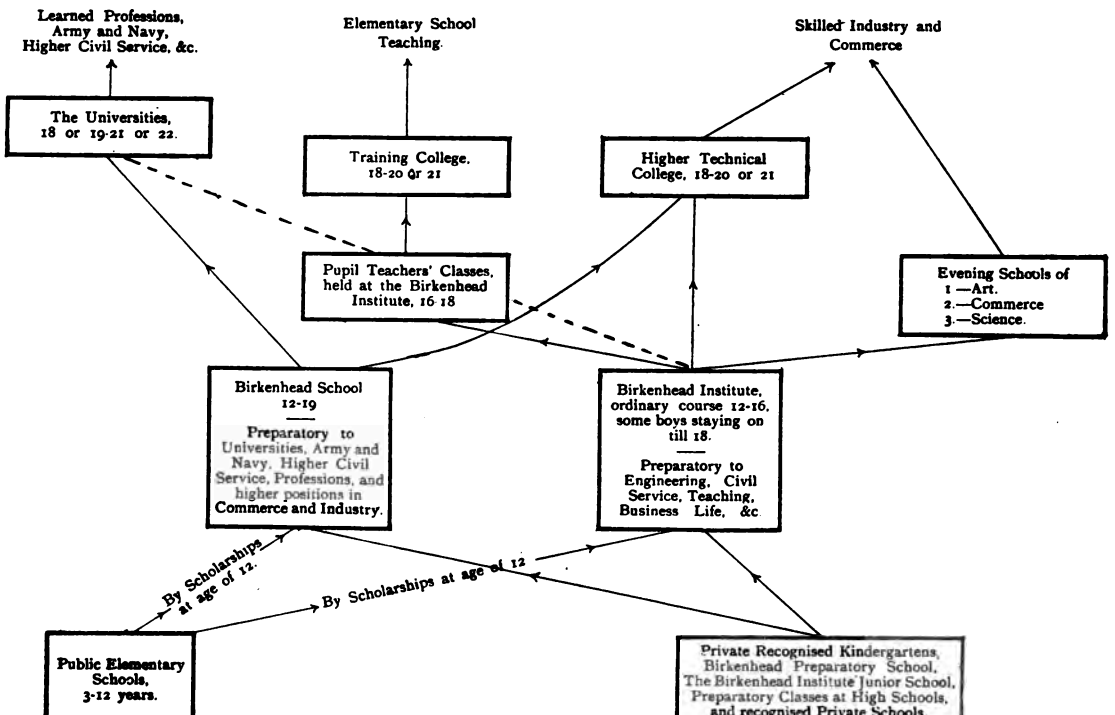
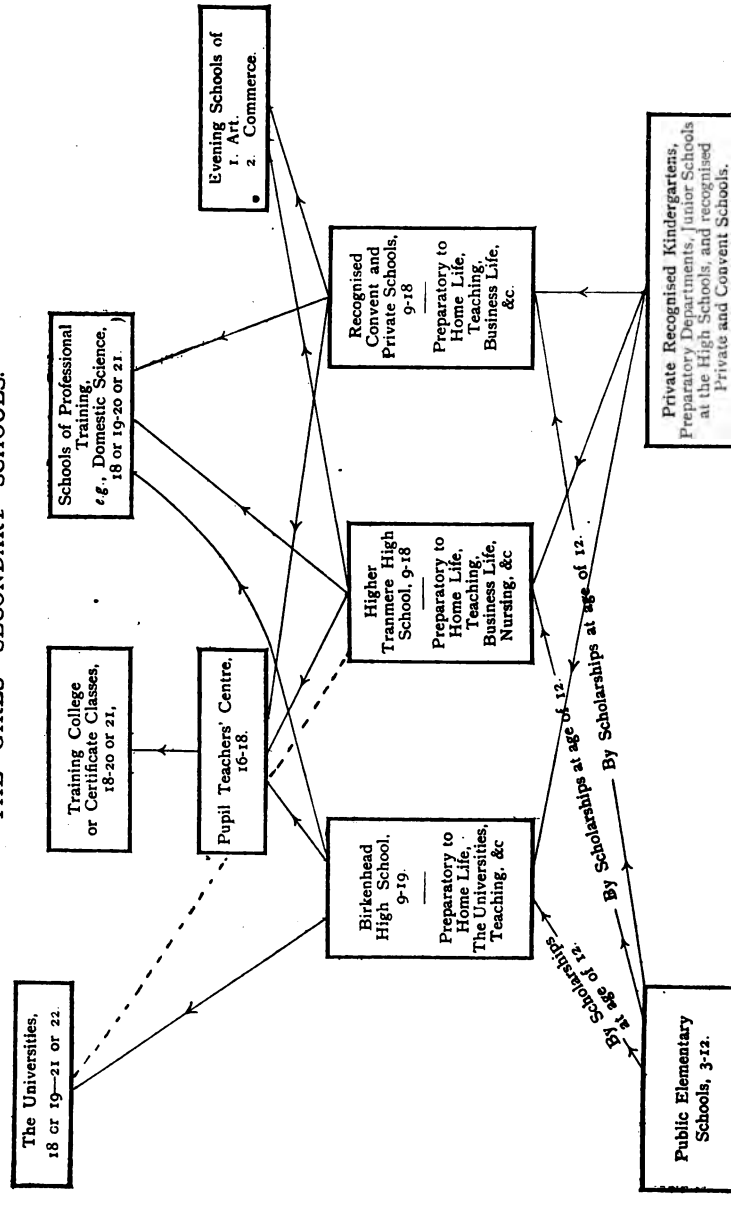


DIAGRAM IV.

THE GIRLS' SECONDARY SCHOOLS.



Chapter IX.

BIRKENHEAD AND THE UNIVERSITY OF LIVERPOOL.

IN one of the great educational institutions of the district, Birkenhead may well take pride. The University of Liverpool has already won high distinction in the world of science and of letters. North-western England owes not a little to the vigour with which it has impressed upon the public imagination the idea of a modern University. While rooted in local life and furthering the educational interests of the populous districts which surround it, the University is doing work of national, and, in some respects, of international, importance. Its labours have strengthened the intellectual resources of the Empire. The range of its influence and its opportunities of useful service are growing year by year.

From an economic and from a civic standpoint, the development of our new Universities is a matter of great importance. All active-minded modern nations, and particularly Germany, the United States and Japan, find that their industrial and commercial efficiency depends more and more upon scientific method, upon scientific investigation, and upon the habit of scientific co-operation. These things in turn depend in large measure upon the intellectual activity of well equipped and energetic Universities. Moreover, if we are to grapple successfully with the grave social and administrative problems which are pressing upon the thought and conscience of the nation, we must avail ourselves to the utmost of the resources of modern science and of the guidance of a hopeful, but sane and prudent, philanthropy. The diffusion of this point of view—strenuous, business-like and non-partisan—is one of the chief tasks of a University, organised on modern lines and recruiting well-prepared students from efficient secondary schools. Such a University aims at doing three things. First, it is continually extending the range of our knowledge, and therefore increasing our power in action. Secondly, it trains men and women worthily to bear the responsibilities of professional and public life. Thirdly, it upholds a high ideal of individual duty and of social well-being.

But an efficient modern University is a very costly thing to maintain. Careful inquiry in this country and elsewhere has convinced me that the capital cost of a well-equipped University on modern lines will prove to be not less than from one and a half to two million pounds. In making this calculation, I have not only taken into account the cost of buildings, equipment, and trust funds for professional chairs and scholarships, but have also capitalised the value of the annual grants necessary to the efficient maintenance of a seat of learning, research, and teaching, which will be really able to accomplish the difficult and costly work of a modern University. Our danger at the present time in England lies, not in the number of our new Universities but in the fact that we have not yet fully realised the real cost of efficiently maintaining them. Happily there are many signs that, here as in America, far-sighted and patriotic men are prepared to make munificent gifts in furtherance of efficient University work in the great centres of population. But the cost of this work calls for public aid as well as for private liberality. The grants from Government should be on a much larger scale than is at present the case. And, as there is no more profitable investment for a progressive commercial community than prudently liberal expenditure on all grades of education, our enlightened municipalities are making handsome contributions towards the maintenance of University research and teaching.

For these reasons, it is to the interest of every great community to take an active part in maintaining the University which has its seat in its immediate neighbourhood. The University of Liverpool has the first claim upon the liberality of Birkenhead. The future prosperity of Birkenhead depends in no small measure on the scientific work which is being done in the University of Liverpool and which, if means were forthcoming, could be done there on a much larger scale. Every rate-payer in Birkenhead stands to gain from the scientific efficiency of the University of Liverpool.

Elsewhere in this report the suggestion is made that, in respect of part of their work (and particularly in the conduct of their final examinations) the chief secondary schools of the Borough should be drawn into intimate relationship with the University. And it well deserves the consideration of the Committee whether, as part of the educational policy of the Borough, it would not be prudent to make an annual contribution to the maintenance fund of the University of Liverpool, in order to help the University to do with the utmost

efficiency the great work which has been committed to its charge. The University needs assistance in order to develop its research work in chemistry, physics, and in other branches of physical science. It also needs funds in order to extend its work on the side of the Humanities. A considerable number of students go to the University of Liverpool from Birkenhead, and it seems reasonable that Birkenhead should bear an active part in helping the University to provide for them in the best possible way. The gift of scholarships tenable at the University is excellent, but it should always be remembered that, though scholarships help the students, they do not cover the real cost of the students' instruction.

Furthermore, it has been suggested, (and the suggestion is one which I would heartily endorse), that Birkenhead might also signalise its connexion with the University of Liverpool by founding at the University a chair of naval engineering, and by maintaining the department connected with that chair. This would be a noteworthy achievement, and one which would redound to the honour and profit of the Borough.

Chapter X.

THE CONNEXION BETWEEN THE PUBLIC LIBRARIES AND THE SCHOOLS OF THE BOROUGH.

IN any survey of the educational resources of Birkenhead the Free Public Libraries must be reckoned as very substantial assets. In the Central Library there are some 70,000 volumes; the North and South Branch Libraries have between 5,000 and 6,000 volumes each; and there is also a Children's Library of nearly 4,000 volumes.

What was probably the first attempt to bring the children within the sphere of influence of the Public Libraries was made in Birkenhead nearly forty years ago, during the librarianship of Mr. Richard Hinton, and the efforts which are being made in this direction by the present librarian, Mr. John Shepherd, are therefore of special interest. At the beginning of last winter a separate children's catalogue was printed and circulated in the elementary schools, and supplementary type-written lists of new books are issued from time to time and posted on the school notice boards. The Head Teachers are also provided with printed forms upon which they can recommend pupils for readers' tickets. The form is exchanged at the library for a ticket entitling the holder to borrow books for one year. By this means the number of children borrowing during the winter has been raised from 40 to 200 a day. No special restrictions are imposed upon the children, except that they shall come with clean hands and faces. Teachers are asked not to recommend for tickets children below Standard IV. Hitherto the Library Committee's property has not suffered in any way through this extension of borrowing facilities. Not a single case of wilful damage to a book has occurred, and the children are found as a rule more careful than adult borrowers to keep the books clean and to return them punctually. The most popular books, Mr. Shepherd tells me, are Mr. Andrew Lang's collections of fairy tales.

To the Pupil Teacher Centre there is issued a small loan collection of 100 books. These are chosen by the Principal from the general stock of the library, and are renewed every three months.

To inculcate a love of good reading in boys and girls while they are still at school is to do both them and the community a great service. What may happen when the school fails to do this is clearly shown by the following extract from Messrs. Campagnac & Russell's "Report on the School Training of Lancashire Children."*

> "If one inquires among the more intelligent working class youths of say twenty years of age, he learns that though they may by this time have come to find interest in books, it is only recently that the interest has been discovered, and that they owe it (so they say unmistakably) not to school, for school experience lent no charm to reading, but to some more or less accidental influence, entirely unconnected with school. It would appear (and that is not unnatural on other grounds) that the young men who read at all hardly begin to read till they reach the age of seventeen or eighteen years—that is to say, five or six years after they have left school; in the interval they have, indeed, had a literature in their hands, but it has consisted entirely of the grosser illustrated publications, and of the less admirable halfpenny evening papers, which are read for the police and the athletic and betting news."

Little good can be, and much harm may be done, if we merely teach children *how* to read and leave them to find out for themselves *what* to read.

While the present system in Birkenhead is working admirably, so far as it goes, the number of children who are borrowers is only a minority among the scholars, and must remain so until arrangements are made for a periodic delivery of books at the schools. In the neighbouring Borough of Bootle, the Local Education Authority, besides granting £50 for new books, has recently appointed an assistant to carry out, under the Borough librarian, the requirements of such a delivery. All the ten schools of the Borough have a fortnightly delivery, a covered handcart being provided for the conveyance of books between the schools and the library.

It well deserves consideration on the part of the Education Committee whether it would not be wise to make, in co-operation with the Library Committee, an arrangement similar to the one in force at Bootle for the delivery and exchange of books at the schools, and, further, whether it would not be desirable to make an annual grant towards the purchase, renewal, and repair of books for the children's

* Eyre and Spottiswoode.

library. Such a grant would be in some measure a compensation for the grant of £200 a year which was made to the library by the old Technical Instruction Committee, and is now withdrawn.

I would further suggest that, as a condition of the grant, the Library Committee be asked to issue a "teacher's reading ticket," allowing teachers to borrow four or five books at a time for study or class use. Such a ticket has been instituted with great success at Cardiff and at Bootle; in the latter place upwards of 300 teachers have taken advantage of the opportunity. If this arrangement proved equally successful in Birkenhead, the issue of short lists of books on subjects of special interest to teachers might next be taken into consideration.

The art section of the Central Free Library is especially strong, and, for reasons of economy, should be borne in mind by the Committee when additions to the reference libraries at the Holt and the Laird Schools are being considered. The secondary schools and the Pupil Teacher Centre ought each to have a library, in which all sections of its work are represented by authoritative and up-to-date reference books, as distinct from mere text books. Indeed, the work of the upper classes should be such as to bring these books into constant use. The case of the Laird and the Holt Schools is, however, somewhat different. The students are older; the work, being mainly evening work, is carried on under different conditions; and I think that as regards some (though not by any means all) of the more expensive reference books it might be found sufficient if the Committee were to make arrangements whereby they could be borrowed as required from the Free Library, and possibly housed for a time at the schools, instead of itself purchasing copies exclusively for these schools. But to economise unduly in the provision of the best works of reference for the number of educational institutions is a wasteful kind of saving.

It is to be hoped that in the end the Committee may see its way to establishing, in conjunction with the Library Committee, libraries in all the elementary schools under its control, using the present children's library as a nucleus. At Cardiff, six years ago, an initial sum of £500 was granted for this purpose, and thereafter £2 10s. per annum for every 100 scholars (excluding infants) in average attendance. From this sum (about £300 a year) are defrayed all charges for books, bookcases, stationery, and carriage, the Library Committee finding organisation and service. The books are selected by a managing sub-committee,

representative of the School Board, the Library Committee, and the teachers. The cataloguing, labelling, and distribution are placed in the hands of the Public Library staff. The books are called in to the Central Library at yearly intervals for repair and interchange, so that each school has a new library yearly. The issue to the scholars takes place on Friday afternoons, only those who have made ten attendances during the week being allowed to have books out; a regulation which has had an appreciable effect upon the attendance. The number of schools affiliated is twenty, and the success of the scheme is shown by the following statistics:—

1899-1900	(16	months),	total borrowings	were 116,353.
1900-1901	(12	,,),	,,	,, 153,528.
1901-1902	(12	,,),	,,	,, 169,314.

The community and the nation will derive great benefit from a closer relationship between the public libraries and the secondary and elementary schools.

Chapter XI.

EDUCATIONAL DIRECTORY FOR THE BOROUGH.

IF popular interest in the educational system of the Borough is to be kindled and maintained, it is essential that all parents and citizens should be easily able to discover from an authoritative source exactly what are the aims of all the recognised schools in the area, by what means they endeavour to realise those aims, and what are their relations one to another.

This could be best accomplished by the annual publication of an official Educational Directory for the Borough, written in a clear and interesting style and well illustrated. In a book of about 100 pages it would be possible to give a brief account of the educational facilities of the area, viewed as a system of inter-related parts, with sufficient statistics to show to what extent these facilities are made use of. There should also be a classified list of all the schools of the Borough. Public secondary schools, recognised private schools which have been found efficient on inspection, technical schools, continuation schools, and elementary schools should all have their place, each in its own grade. Particulars of the usual age of entry, the outline of the curriculum, the size of the school, the staff, and the fees charged, should be clearly set out. Nor should the contents be limited to the schools merely. There should be an account of the Pupil Teacher Centre, and some mention of the facilities offered for training those who wish to enter the service of the Borough as teachers. The semi-educational municipal institutions, at the head of which stands the Free Library, and which include the parks and baths, should also be described. A separate section might be devoted to the working of the Borough scholarship scheme, and the names of present scholars and their performances might well be recorded there. Finally, an educational map of the area should be included. Such a handbook would be of the greatest use to parents; and, if written in an attractive style, would do very much towards keeping the educational system of the Borough always before the eyes and in the minds of its inhabitants.

Chapter XII.

SUMMARY OF RECOMMENDATIONS.

IT will be convenient, if, in conclusion, I give briefly the gist of the suggestions and recommendations which have been made in the preceding chapters of this report. They may be classified under their appropriate headings as follows:—

I.—THE SECONDARY SCHOOLS.

(i.)—The Institute.

The paramount need of Birkenhead is, in my opinion, a strong municipal secondary school for boys, and I have no hesitation in advising the Education Committee to endeavour to arrange for the municipalisation of the present Institute. The staff of the school should be strengthened, and better prospects held out for the masters. Advantage should be taken of the new Regulations of the Board of Education, and a curriculum followed by which the boys may pass either to a modern or to a scientific side during their last two years at the school. The present Headmaster's house should be used for additional classrooms, including an art room; ultimately, perhaps, a school hall might be put upon the site. A reference library is badly needed, and the equipment generally is capable of improvement. Among minor details it may be noted that the present cloak room accommodation is insufficient, and that the work shop is badly lighted. An office in which the Headmaster can receive visitors and transact school business is much needed.

(ii.)—Birkenhead School.

In order that Birkenhead School may be enabled to hold its own as a first grade school for boys, the Education Committee might allow it an equipment grant for the provision of more adequate laboratories for science teaching, and also an annual maintenance grant towards the salary of an additional master. As a condition of these grants the Education Committee should have representation upon the Governing Body, and the school should be reconstituted as a public educational trust.

(iii.)—Other Proprietary and Private Schools.

It should be the aim of the Committee to establish relations with all the efficient schools of the Borough. To this end inspection should be offered to all schools, a considerable part of the cost being defrayed by the Local Education Authority. In this inspection the University of Liverpool might be invited to co-operate. Schools which thus establish their efficiency should be allowed to enter their pupils for the Borough Scholarships, and should have their place in the Borough Educational Directory. To certain selected girls' schools it is proposed that Borough Scholarship holders should be sent.

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MICHAEL E. SADLER.

November, 1904.

APPENDIX I.

THE CURRICULA OF THE PUBIC SECONDARY SCHOOLS IN BIRKENHEAD IN FEBRUARY, 1904.

NOTE.—The tables are arranged to show the number of hours per week devoted to each subject. Asterisks denote alternative subjects. In every case the lowest class is placed on the left.

A.—BIRKENHEAD SCHOOL.

SUBJECT.	NAME OF FORM.											
	I.	Remove	II.	III.	M. IV.	Cl. IV.	M. V.	Cl. V.	M. VI.	Cl. L. VI.	Math & Sc. VI.	Cl. Up. VI.
Number in Form ..	20	21	22	24	14	16	14	20	3	6	5	7
Average Age	11·1	11·10	12·6	13·4	14·6	13·6	15·8	14·8	16·6	16·10	17·6	17·9
Religious Knowledge ..	1	1	1	1	1	1	1	1	1	2	2	2
English Language and Literature, including also Reading, Dictation and Composition	3	3	2	2	1	1	2	2	2	3	1	4
History and Geography	4	4	4	4	3	3	2	2	2	2†	..	2†
Latin	5	5	5	5	4*	7	4*	6	4*	6	..	9
French	3	3	3	3	5	2	5	2	5	2	..	..
German	..	..	4*	4*	4	..	4	2	4	..	..	..
Greek	..	..	4*	4*	..	6	..	5	..	5	..	9
Mathematics	6	6	6	6	6	6	6	6	6	6	12	..
Natural Science ..	..	..	..	..	2*	..	..	..	..	..	..	..
Physics	..	..	..	..	..	..	..	..	..	..	6	..
Chemistry	..	..	..	..	2	..	2	..	2	..	5*	..
Extra Mathematics or Chemistry	..	..	..	..	2*	..	4*	..	4*	..	5*	..
Music (Singing) ..	1	1	..	..	..	..	..	..	..	..	..	..
Drawing	1	1	..	..	..	..	..	..	..	..	..	..
Writing	1	1	..	..	..	..	..	..	..	..	..	..
Drill .. .. Gymnastics ..	1	1	1	1	..	..	..	..	..	..	..	..
Total	26	26	26	26	26	26	26	26	26	26	26	26
Usual amount of Home Lessons each night	¾	1	1¼	1½	1¾	1¾	2	2	2	2	2½	2½
Subjects for which pupils are re-classified	Mathematics, French, German,‡ Greek‡, Chemistry.											

The Lower School consists of I, Remove, II, and III. In II and III boys begin Greek or German, according as they are intended for the Classical or Modern Side. The Lower School covers the curriculum of a Preparatory School. In the Upper School boys are re-classified for Mathematics: no distinction being made between the Classical and Modern Sides. In English subjects the two Fourths and the two Fifths work together. In French boys are re-classified, Modern and Classical boys working together in the same sets for two hours a week. For their other three hours of French the Modern boys work by Forms. In the Classical Fifth boys do a little German, and can thus go over to the Modern side for their last two years. Promotions are made every term, but a year is usually spent in each form. The Fourth and Fifth Forms prepare for the Cambridge Junior Local Examination.

* In these alternative hours boys who do not take Latin on the Modern side work at a variety of subjects, some at German, some at French, or at any special subject required for an examination.
† History. ‡ In the Lower School.

B.—BIRKENHEAD PREPARATORY SCHOOL.

SUBJECT.	NAME OF CLASS.				
	V.	IV.	III.	II.	I.
Number in Class	11	10	14	11	11
Average Age	6¾	7¾	8 11/12	9⅙	9¾
Religious Knowledge	1	1½	1½	1½	2
Reading, Dictation, Spelling, and Grammar	4	7	6	3½	3
History and Geography	1	2½	2	2½	3
Latin	..	½	2	2½	2½
French	1	1	1	2½	2½
Mathematics	4	4	3½	3½	3½
Music (Singing)	1	½	½	½	½
Woodwork or other Manual Training	4	1	..	..	..
Drawing	1	1	1	1	1
Writing	1	1½	1½	1½	1½
Preparation	..	..	1½	1½	1½
Drill / Gymnastics	1½	1½	1½	1½	1½
Total	19½	22	22	22	22½
Usual amount of Home Lessons	..	..	¼	½	½
Subjects for which pupils are re-classified	Arithmetic, Latin.				
Promotions are made every term.					

C.—THE BIRKENHEAD INSTITUTE.

SUBJECT.	NAME OF FORM.							
	Prep.	I.	II.	IIIB.	IIIA.	IV.	V.	VI.
Number in Form	19	21	25	23	20	33	15	15
Average Age	7·8	9·8	11·3	12·2	13·4	13·6	14·8	15·5
Year in Division A School	..	..	..	1st.	1st.	2nd.	3rd.	4th.
Religious Knowledge	¾	¾	¾	¾	¾	¾	¾	¾
English Language and Literature including also Reading, Dictation and Composition	6	5½	6¾	2½	2½	3	2½	2½
History and Geography	1¾	3	3	3	3	3	3	3
Latin	..	3	3*	3*	3*	3¾*	3¾*	3¾
French	..	3	3	3	3	3	3	3
German	..	..	1½*	1½*	1½*	1½*	1½*	..
Mathematics	6¾	4	4	5¾	5¾	5¾	5¾	5¾
Bookkeeping, &c.	..	..	1½*	1½*	1½*	2½*	2½*	
Natural Science	..	..	¾	..	..	..	..	..
Physics	..	..	..	3	3	3	3¾	3¾
Chemistry	..	..	..	3	3	3	3	3
Music (Singing)	1½	¾	¾	¾	¾	..	..	..
Drawing	1½	¾	1½	1½	1½	1½	1½	1½
Writing	1¾	1½	1½	..	..	..	..	..
Shorthand	..	..	¾	¾	¾	¾	¾	¾
Drill	¾	¾	¾	¾	¾	..	..	..
Total	20½	22¾	26½	27½	27½	27½	27½	27½
Usual weekly amount of Home Lessons	1¾	6	6	7½	7½	8	8	8
Subjects for which pupils are re-classified	Latin, German, French, and (to a small extent) Mathematics.							

Six boys in Form VI who are working for Scholarships have a slightly modified time-table. A special class in Woodwork or other Manual Training is held on Saturday mornings, 9 to 11 a.m. Gymnastics are taken as an extra subject during Scripture period, 12-1 p.m. Promotions are made annually, in September, in the Division A School. But some boys are moved from IIIB to IIIA in the course of the year. Standard VII boys from the Elementary Schools are entered in IIIA; boys from Standards V and VI in IIIB. Form III prepares for the Cambridge Preliminary Local Examination; Forms VI and V for the Junior Local.

* German and Bookkeeping are taken as an alternative to Latin.

B.

Numbe	
Avera	
Relig	
Read	
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I	

E.—HIGHER TRANMERE HIGH SCHOOL FOR GIRLS.

SUBJECT.	NAME OF FORM.								
	I.	L. II.	U. II.	L. III.	U. III.	IV.	L. V.	U. V.	VI.
Number in Form	6	8	19	26	22	20	5	6	3
Average Age	8½	10¼	11¼	12¾	15	15½	15¾	16½	17½
Religious Knowledge	1¼	1	1	1½	1½	1¼	1¼	1¾	..
English Language and Literature, including also Reading, Dictation and Composition	5¼	5½	5½	3½	3½	2¼	2½	2½	4¾
History and Geography	1¾	2¼	3	2¼	2¼	2½	2¼	2¼	½
Latin	..	.	..	1½*	1½*	1½*	1½*	1½*	..
French	..	1	1½	1½	2½	2½	2½	2½	..
German	..	..	..	1½*	1½*	1½*	1½*	1½*	..
Mathematics	3¾	3¾	3¾	4½	4¼	4¼	4¼	4¼	4¼
Natural Science (Objects)	1	½	½	..	..	..	..	..	..
Physics	..	..	..	..	..	1¾	1¾	¾	..
Botany	..	..	..	½	¾	½	½	1¼	..
Music (Class Singing)	½	½	½	¾	¾	¾	¾	¾	..
Basket Weaving, &c.	¾	..	..	..	..	..	..	..	..
Drawing	1¼	1¼	¾	¾	¾	¾	1	1	..
Writing	2¼	1¾	1¼	1	..	..	..	..	..
Needlework	1	1¼	1½	1½	¾	¾	..	..	..
Drill	1	1	½	½	½	½	½	½	..
Total	19¾	19¾	19¾	19¾	19	19¼	18¾	19	9½†
Usual amount of Home Lessons	..	½	¾	No actual limit of time in these forms.					
Subjects for which pupils are re-classified	For Mathematics (Arith., Algebra, Geometry, and for Languages (French, German, Latin).								

Promotions are made annually, in September. There are no parallel forms, but a few girls skip L. V. Form VI takes the Cambridge Higher Local Examination; Form V the Senior Oxford; Forms L. V and IV the Junior Oxford; and Form L. III the Preliminary. Standard VII girls from the Elementary Schools are placed, as a rule, in Form L. III, sometimes in Form Up. III. In forms above the Upper II backward girls give more time to English, and either do not take a second foreign language, or take less mathematics.

† Form VI takes some other lessons with Form V.

F.—THE CONVENT SCHOOL, HOLT HILL.

SUBJECT.	NAME OF CLASS.								
	VII.	VI.	V.	IV.	III.	IIA.	IIB.	IB.	IA.
Number in Class	18	18	15	21	18	21†		5	2
Average Age	9½	11	12	14	14	15†		16	16½
Religious Knowledge ..	2½	2½	2½	2½	2½	2½	2½	2½	2½
English Language and Literature, including also Reading, Dictation and Composition, History and Geography	14½	11	9¾	8½	7¾	7	6¾	5¾	5
French	..	1½	1½	1½	1½	2½	3	2½	2
Mathematics	2¾	2¾	5	5	5	5	6	5	5
Natural Science	1	1	1	..	..	..	..	..	..
Physics .. .. .. / Chemistry	..	..	..	4*	4‡	4‡	4‡	4‡	4‡
Botany	..	..	..	4*	..	..	..	..	..
Music	1½	1½	1½	1½	1½	1½	1½	2½	4
Drawing	..	..	1	1	1	1	1	1	1
Writing	1	1	1	½	1	1	½	..	..
Needlework	3	3	3	2	2	2	1	1	½
Drill	1	1	1	1	1	1	1	1	1
Total	27½	27½	27½	27½	27½	27½	27½	25½	25
Usual amount of Home Lessons	½	½	1	1	1½	1½	2	2	2
Subjects for which pupils are re-classified ..	Science, Drawing, Needlework, Drill, Singing, are collective or subject to reclassification.								

Promotions are made annually, in September. Classes IV and III are parallel. The school has been organised as a Division B School under the Board of Education. Classes III, II, and IB take the Preliminary, Junior, and Senior Oxford Local Examinations respectively. Standard VII girls from the Elementary Schools take some of their work with III, and some with II, eventually joining one of these classes. Latin, German, and Gymnastic classes are held on Saturday mornings for some girls.

† IIA and IIB are sections of the same class. ‡ In classes III to IA those who do not take Science Class devote the time to extra music and needlework.

APPENDIX II.—STATISTICAL TABLES, SECONDARY SCHOOLS.

A.—Number and Ages of Pupils in Birkenhead Public Secondary Schools on February 1st, 1904.

	Under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and under 17.	17 and under 18.	18 and over.	Totals.
BOYS.													
Birkenhead School	..	..	3	11	31	32	19	30	17	14	10	5	**172**
Birkenhead Preparatory School	19	13	17	8	..	..	..	..	..	..	..	..	**57**
Birkenhead Institute	9	6	9	22	19	16	26	32	22	6	4	..	**171**
Totals	**28**	**19**	**29**	**41**	**50**	**48**	**45**	**62**	**39**	**20**	**14**	**5**	**400**
Boys in Kindergarten Classes.													
Birkenhead High School (G.P.D.S.Co.) ..	4	..	..	..	..	..	..	..	..	..	..	..	..
Convent School, Holt Hill	12	..	..	..	..	..	..	..	..	..	..	..	..
Convent School, Rock Ferry	14	..	..	..	..	..	..	..	..	..	..	..	..
Total	**30**	..	..	..	..	..	..	..	..	..	..	..	**30**
GIRLS.													
Birkenhead High School (G.P.D.S.Co.) ..	14	3	4	3	2	4	6	6	2	8	..	3	**55**
Higher Tranmere High School	2	3	6	9	12	14	15	13	20	14	6	1	**115**
Convent School, Holt Hill	10	13	5	18	14	9	17	20	15	8	8	1	**138**
Convent School, Rock Ferry	7	6	5	2	4	2	8	2	..	..	..	..	**36**
Totals	**33**	**25**	**20**	**32**	**32**	**29**	**46**	**41**	**37**	**30**	**14**	**5**	**344**
Totals: Public Secondary Schools..	**91**	**44**	**49**	**73**	**82**	**77**	**91**	**103**	**76**	**50**	**28**	**10**	**774**

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November, 1904.

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French	3	3	3	3	5	2	5	2	5	2	..	..
German	..	..	4*	4*	4	..	4	2	4	..	..	..
Greek	..	..	4*	4*	..	6	..	5	..	5	..	9
Mathematics	6	6	6	6	6	6	6	6	6	6	12	..
Natural Science ..	..	..	..	..	2*	..	..	..	..	..	..	..
Physics	..	..	..	..	..	..	..	..	..	..	6	..
Chemistry	..	..	..	..	2	..	2	..	2	..	5*	..
Extra Mathematics or Chemistry	..	..	..	..	2*	..	4*	..	4*	..	5*	..
Music (Singing) ..	1	1	..	..	..	..	..	..	..	..	..	..
Drawing	1	1	..	..	..	..	..	..	..	..	..	..
Writing	1	1	..	..	..	..	..	..	..	..	..	..
Drill .. .. Gymnastics ..	1	1	1	1	..	..	..	..	..	..	..	..
Total	26	26	26	26	26	26	26	26	26	26	26	26
Usual amount of Home Lessons each night	¾	1	1¼	1½	1¾	1¾	2	2	2	2	2½	2½
Subjects for which pupils are re-classified	Mathematics, French, German,‡ Greek‡, Chemistry.											

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† History. ‡ In the Lower School.

BIRKENHEAD SCHOOL (II.)

Name of Form.	Number of Pupils who have only completed the undermentioned number of Terms.																		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18 or over
Form I.	10	7	1	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Remove	2	4	4	7	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Form II.	2	2	3	2	4	4	1	2	2	..	..	..	..	..	..	..	..	..	..
Form III.	..	..	..	4	4	2	..	5	3	3	1	1	1	..	..	..	..	..	..
Modern IV.	..	1	1	2	2	1	3	2	1	1	..	..	..	..	..	..	..	..	..
Classical IV.	1	..	..	..	1	1	1	1	3	1	4	3	..	..	..	..	..	..	..
Modern V.	..	..	1	..	1	1	1	..	..	..	..	1	..	1	5	2	1	..	..
Classical V.	..	1	1	..	..	..	2	..	4	..	1	1	1	4	..	4	..	1	..
Modern VI.	..	..	..	..	..	..	..	..	..	1	..	..	..	..	1	1	..	..	..
Classical Lower VI.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	3
Mathematics and Science VI.	..	..	..	..	..	..	..	..	..	..	..	..	1	1	1	..	..	..	2
Classical Upper VI.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7

BIRKENHEAD PREPARATORY SCHOOL (I.)

Name of Class (beginning with the lowest.)	Under 8.	8 and under 9.	9 and under 10.	10 and under 11.	No. in Form.	Average Age of Form.
Class V.	11	..	..	..	11	$6\frac{8}{12}$
,, IV.	6	3	1	..	10	$7\frac{8}{12}$
,, III.	..	7	7	..	14	$8\frac{11}{12}$
,, II.	2	2	5	2	11	$9\frac{1}{12}$
,, I.	..	1	4	6	11	$9\frac{8}{12}$

BIRKENHEAD PREPARATORY SCHOOL (II.)

Name of Class.	Number of Pupils who have only completed the undermentioned number of Terms.										
	0	1	2	3	4	5	6	7	8	9	10
Class V...	4	7	..	..	..	..	..	..	..	..	..
,, IV...	1	2	1	1	..	3	1	1	..	..	..
,, III...	4	2	1	1	1	1	1	3	..	..	..
,, II...	..	2	1	..	..	1	1	3	3	..	..
,, I...	..	1	..	..	3	1	1	1	2	1	1

THE BIRKENHEAD INSTITUTE (I.)

Name of Form (beginning with the lowest).	Under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and under 17.	17 and under 18.	Over 18.	No. in Form.	Av'ge Age of Form.
Preparatory	9	5	2	3	..	..	..	..	..	..	..	..	19	7·8
Form I.	..	1	7	9	3	1	..	..	..	..	..	..	21	9·8
,, II.	..	..	..	9	8	3	4	..	..	1	..	..	25	11·3
,, IIIB.	..	..	..	1	6	7	6	2	1	..	..	..	23	12·2
,, IIIA.	..	..	..	..	1	2	8	6	2	1	..	..	20	13·4
,, IV.	..	..	..	..	1	3	8	17	4	..	..	..	33	13·6
,, V.	..	..	..	..	..	..	..	5	9	..	1	..	15	14·8
,, VI.	..	..	..	..	..	..	..	2	6	4	3	..	15	15·5

THE BIRKENHEAD INSTITUTE (II.)

Name of Form.	Number of Pupils who have only completed the undermentioned number of Terms.																	
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18 or over
Preparatory	1	7	1	4	2	1	2	..	..	..	..	..	..	..	1	..	..	..	..
Form I.	5	2	1	3	1	3	2	1	1	1	..	..	1	..	..	..	..	..	..
,, II.	..	4	1	2	7	3	4	2	..	1	1	..	..	..	..	..	..	..	..
,, IIIB.	2	3	1	1	..	3	2	..	3	5	1	..	1	..	..	1	..	..	..
,, IIIA.	2	..	1	3	3	..	1	2	3	1	1	1	..	..	..	..	..	1	1
,, IV.	7	7	1	3	1	..	3	1	..	1	1	2	..	1	1	..	..	1	3
,, V.	..	..	1	..	4	1	2	1	..	..	1	..	..	2	..	1	..	1	1
,, VI.	..	..	..	..	..	1	1	1	1	1	1	1	1	1	..	1	..	..	5

BIRKENHEAD HIGH SCHOOL FOR GIRLS (I.)

Name of Form (beginning with the lowest).	Under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and under 17.	17 and under 18.	Over 18.	No. in Form.	Av'ge Age of Form.
Kindergarten	17*	..	..	..	..	..	..	..	..	..	..	..	17	6½
Form I.	1	3	4	..	..	..	..	..	..	..	..	..	8	9½
,, IIIB.	..	..	..	3	1	1	..	..	..	..	..	..	5	11
,, IIIA.	..	..	..	..	1	3	4	1	..	..	..	..	9	13
,, IVB.	..	..	..	..	..	..	2	4	..	..	..	..	6	14
,, IVA.	..	..	..	..	..	..	..	1	2	6	..	1	10	16½
,, V.	..	..	..	..	..	..	..	..	..	2	..	..	2	16⅝
,, VI.	..	..	..	..	..	..	..	..	..	..	..	2	2	18⅛

* Including 4 little boys.

BIRKENHEAD HIGH SCHOOL FOR GIRLS (II.)

Name of Form.	Number of Pupils who have only completed the undermentioned number of Terms.							
	0	1	2	3	4	5	6	7
Kindergarten	3	10	4	..	..	..	..	..
Form I.	1	1	1	..	1	2	1	1
,, IIIB.	..	..	..	..	1	1	..	3
,, IIIA.	1	..	3	..	1	1	1	2
,, IVB.	..	..	..	..	..	..	..	6
,, IVA.	..	..	2	..	1	..	3	4
,, V.	..	..	..	..	..	..	..	2
,, VI.	..	..	..	..	..	..	..	2

HIGHER TRANMERE HIGH SCHOOL FOR GIRLS (I.)

Name of Form (beginning with the lowest).	Under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16	16 and under 17.	17 and under 18.	Over 18.	No. in Form.	Av'ge Age of Form.
Form I.	2	2	1	1	..	..	..	..	..	..	..	..	6	8½
Lower II.	..	1	3	1	2	1	..	..	..	..	..	..	8	10¼
Upper II.	..	..	2	7	7	1	2	..	..	..	..	..	19	11¼
Lower III.	..	..	..	..	3	11	7	3	2	..	..	..	26	12¼
Upper III.	..	..	..	..	..	1	4	6	6	4	1	..	22	15
Form IV.	..	..	..	..	..	..	2	3	8	4	3	..	20	15½
Lower V.	..	..	..	..	..	..	..	1	3	1	..	..	5	15¾
Upper V.	..	..	..	..	..	..	..	..	1	4	1	..	6	16½
Form VI.	..	..	..	..	..	..	..	..	..	1	1	1	3	17½

HIGHER TRANMERE HIGH SCHOOL FOR GIRLS (II.)

Name of Form.	Number of Pupils who have only completed the undermentioned number of Terms.																	
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18 or over
Form I.	1	2	..	..	..	1	..	2	..	..	..	..	..	..	..	..	..	..	..
Lower II.	1	..	..	2	..	..	..	1	2	..	..	..	..	2	..	..	..	..	..
Upper II.	1	2	1	2	3	1	2	1	..	1	1	1	..	3	..	..	..	..	..
Lower III.	2	6	..	..	3	..	1	4	..	..	1	1	2	2	2	1	1	..	..
Upper III.	..	2	2	3	1	1	2	3	1	1	..	2	..	2	..	..	..	..	2
Form IV.	..	1	1	1	2	2	..	..	..	2	2	..	1	4	..	1	..	..	3
Lower V.	..	..	..	..	..	1	..	2	..	1	..	..	..	..	..	..	..	1	..
Upper V.	1	..	..	..	..	1	..	..	..	1	..	..	1	1	..	..	..	..	1
Form VI.	..	..	..	..	..	..	..	..	..	1	..	..	1	..	..	..	..	..	1

CONVENT SCHOOL, HOLT HILL (I.)

Name of Class (beginning with the lowest).	Under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and under 17.	17 and under 18.	Over 18.	No. in Form.	Av'ge Age of Form.
Juniors	21*	9	1	1	..	..	..	..	..	..	..	..	32	6½
Class VII.	..	3	4	9	2	..	..	..	..	..	..	..	18	9½
,, VI.	..	1	..	8	6	2	..	..	..	..	1	..	18	11
,, V.	1	..	..	..	5	4	3	..	2	..	..	..	15	12
,, IV.	..	..	..	..	1	3	3	11	..	2	1	..	21	14
,, III.	..	..	..	..	..	..	11	..	6	..	1	..	18	14
,, II.	..	..	..	..	..	..	..	9	5	3	3	1	21	15
,, Ib.	..	..	..	..	..	..	..	..	2	2	1	..	5	16
,, Ia.	..	..	..	..	..	..	..	..	..	1	1	..	2	16½

* Including 12 little boys.

CONVENT SCHOOL, HOLT HILL (II.)

Name of Class.	Number of Pupils who have only completed the undermentioned number of Terms.																	
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18 or over
Juniors	5	7	6	..	3	1	..	1	..	2	5	..	..	2	..	..	..	..	..
Class VII.	4	1	..	2	1	1	1	5	..	2	..	..	..	..	..	..	..	..	1
,, VI.	3	1	..	..	2	1	2	2	1	1	1	1	..	..	..	..	1	..	2
,, V.	1	1	1	..	2	..	2	2	..	1	2	..	..	1	..	..	1	..	1
,, IV.	3	3	..	..	2	2	2	3	1	2	..	1	..	2	..	..	..	..	..
,, III.	..	3	..	1	1	..	1	1	..	1	3	1	..	..	..	..	1	..	5
,, II.	2	8	1	2	1	..	..	1	..	..	2	..	..	..	..	..	1	..	3
,, Ib.	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2
,, Ia.	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1

APPENDIX III.

A.—EVENING CONTINUATION SCHOOLS: SESSION, 1903-4.

	Males.			Females.		
	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.
ORDINARY CONTINUATION WORK.						
Arithmetic: Elementary—						
Woodlands	70	45	26	37	34	24
Cathcart Street	56	34	26	23	20	16
Well Lane	80	62	29	10	8	8
	206	141	81	70	62	48
Composition: Elementary—						
Woodlands	60	50	38	62	48	29
Cathcart Street	60	47	28	58	52	32
Well Lane	30	18	11	29	22	10
	150	115	77	149	122	71
Drawing: Freehand, &c.—						
Woodlands	38	30	15	21	17	11
Cathcart Street	21	17	13	..	..	..
Well Lane	63	53	28	..	..	..
	122	100	56	21	17	11
Drawing: Geometrical—						
Woodlands	33	23	12	..	..	..
Cathcart Street	58	53	33	..	..	..
	91	76	45	..	..	..
Life and Duties of a Citizen—						
Woodlands	23	21	18	..	..	..
Vocal Music—						
Woodlands	..	..	..	23	17	12
Well Lane	..	..	..	15	12	10
				38	29	22
Totals	**592**	**453**	**277**	**278**	**230**	**152**
LANGUAGES.						
English—						
Woodlands	54	48	38	24	19	14
French—						
Woodlands	34	20	14	17	13	9
Well Lane	..	..	..	13	10	7
	34	20	14	30	23	16
Spanish—						
Woodlands	22	10	6	..	..	..
Totals	**110**	**78**	**58**	**54**	**42**	**30**

A.—Evening Continuation Schools: Session 1903-4—*continued.*

	Males,			Females.		
	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.
SCIENCE and MATHEMATICS.						
Arithmetic: Advanced—						
Cathcart Street	45	32	23	..	..	..
Algebra—						
Woodlands	14	10	7	..	..	..
Magnetism and Electricity—						
Woodlands	17	13	11	..	..	..
Cathcart Street	16	16	10	..	..	..
	33	29	21	..	..	..
Physiography—						
Woodlands	16	12	6	..	..	..
Totals	**108**	**83**	**57**	..	..	..
COMMERCIAL SUBJECTS: JUNIOR.						
Arithmetic: Junior Commercial—						
Woodlands	85	64	40	..	..	..
Well Lane	118	76	41	..	..	..
	203	140	81	..	..	..
Book-keeping: Elementary and Intermediate—						
Woodlands	99	71	60	54	42	36
Cathcart Street	68	47	24	19	13	10
Well Lane*	79	53	32	22	21	17
	246	171	116	95	76	63
Business Routine—						
Woodlands	88	63	42	..	..	..
Cathcart Street	40	40	21	..	..	..
	128	103	63	..	..	..
Commercial Correspondence—						
Well Lane	54	36	25	..	..	..
Shorthand: Elementary and Manual—						
Woodlands	150	100	77	48	36	34
Cathcart Street	76	63	31	19	15	10
Well Lane	136	99	67	32	27	18
	362	262	175	99	78	62
Totals	**993**	**712**	**460**	**194**	**154**	**125**

* A few advanced pupils are included.

A.—Evening Continuation Schools: Session 1903-4—*continued.*

	Males.			Females.		
	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.
COMMERCIAL SUBJECTS: Senior.						
Arithmetic: Senior Commercial—						
Woodlands	59	41	24	..	..	..
Book-keeping: Advanced—						
Woodlands	25	22	17	..	..	..
Cathcart Street	12	12	9	..	..	..
	37	34	26	..	..	..
Business Routine: Advanced—						
Woodlands	24	14	9	..	..	..
Shorthand: Speed—						
Woodlands	72	46	38	37	31	24
Cathcart Street	21	16	10	..	..	..
Well Lane	14	12	8	15	8	4
	107	74	56	52	39	28
Commercial English—						
Woodlands	15	11	6	..	..	..
Totals	**242**	**174**	**121**	**52**	**39**	**28**
Totals (Commercial Subjects)	**1235**	**886**	**581**	**246**	**193**	**153**
CLASSES FOR ADULTS.						
Woodlands	20	15	13	..	..	..
Cathcart Street	13	13	4	..	..	..
Totals	**33**	**28**	**17**	..	..	..
PRELIMINARY TECHNICAL CLASSES.						
Workshop Arithmetic—						
Cathcart Street	45	42	29	..	..	..
Well Lane	28	26	15	..	..	..
	73	68	44	..	..	..
Mensuration—						
Woodlands	18	9	6	..	..	..
Building Construction (Drawing)—						
Woodlands	26	23	19	..	..	..
Cathcart Street	13	11	10	..	..	..
	39	34	29	..	..	..
Machine Drawing—						
Woodlands	13	12	10	..	..	..
Cathcart Street	23	20	14	..	..	..
	36	32	24	..	..	..
Totals	**166**	**143**	**103**	..	..	..

A.—Evening Continuation Schools: Session 1903-4—*continued.*

	Males.			Females.		
	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.
WOODWORK.						
Cathcart Street	15	14	12	..	..	..
Well Lane	23	15	10	..	..	..
Totals	**38**	**29**	**22**	..	..	..
HOME OCCUPATIONS & INDUSTRIES.						
Needlework—						
Woodlands†	..	..	..	112	97	63
Cathcart Street	..	..	..	52	44	26
Well Lane	..	..	..	27	20	13
				191	161	102
Cookery—						
Woodlands	..	..	..	53	47	32
Cathcart Street	..	..	..	30	26	13
Well Lane	..	..	..	17	15	13
				100	88	58
Dressmaking –						
Cathcart Street	..	..	..	51	38	21
Well Lane	..	..	..	69	59	51
				120	97	72
Ambulance—						
Woodlands	28	24	18	28	23	18
Well Lane	..	..	..	23	18	15
	28	24	18	51	41	33
Totals	**28**	**24**	**18**	**462**	**387**	**265**

† Some Dressmaking pupils are included.

B.—HOLT SCHOOL OF SCIENCE AND ART: Session 1903-4.

	Stage I. Board of Education.			Stage II. Board of Education.			Stage III. Board of Education.		
	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.
Mathematical Subjects.									
Mathematics A.†	51	39	26	12	7	6	7	6	5
Do. B.	18	11	10						
Plane and Solid Geometry ..	28	15	14	..	..	..	..	..	..
Totals.. ..	97	65	50	12	7	6	7	6	5
Physics and Chemistry.									
Magnetism & Electricity	28	20	19	5	4	4	..	..	..
Inorganic Chemistry, Theoretical ..	24	23	16	14	10	8	..	..	..
Inorganic Chemistry, Practical	18	17	13	11	8	7	6	6	4
Organic Chemistry, Theoretical ..	7	5	5	6	6	5	..	..	..
Organic Chemistry, Practical	4	3	3	4*	4	3	..	..	..
Totals.. ..	81	68	56	40	32	27	6	6	4
Other Science Subjects.									
Biology	8	7	5	..	..	..	..	..	..
Botany	9	9	7	11	11	8	..	..	..
Zoology	8	7	5	..	..	..	..	..	..
Human Physiology	19	13	11	19	17	16	..	..	..
Hygiene	15	9	8	23	20	16	..	..	..
Physiography ..	11	9	7	7	4	4	..	..	..
Geology	6	6	5	7	6	6	..	..	..
Mineralogy	8	7	4	..	..	..	..	..	..
Totals.. ..	84	67	52	67	58	50	..	..	..
Building Trade Subjects.									
Technic'l Arithm'tic‡	43	30	22	..	..	..	..	..	..
Building Construct'n	47	33	26	20	16	14	7	6	4
Carpentry & Joinery	28§	22	18	18‖	15	14	..	..	..
Do. Practical	20§	18	11	..	..	..	..	..	..
Quantity Surveying	..	..	..	21‖	17	13	..	..	..
Totals.. ..	138	103	77	59	48	41	7	6	4

† These classes are more elementary than the Board of Education Stage I. * Stages II. and III.
‡ This class is also attended by Engineering students.
§ Preliminary Grade, City and Guilds of London Institute. ‖ Ordinary Grade, City and Guilds of London Institute.

B.—HOLT SCHOOL OF SCIENCE AND ART: Session 1903-4—*continued.*

	Stage I. Board of Education.			Stage II. Board of Education.		
	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.
Engineering Subjects.						
Practical Mathematics	30	21	16	..	..	..
Applied Mechanics	45	33	22	11	8	7
Machine Drawing	68	41	32	17	11	9
Steam	53	37	21	8	7	7
Mechanical Engineering	68	41	32	..	..	..
Do. do. Lab	5	4	2	..	..	..
Electrical Engineering	24§	19	17	..	..	..
Do. do. Lab.	19§	15	10	..	..	..
Metal Plate Work	..	..	..	7‖	5	3
Do. do. Practical	..	..	..	5‖	4	3
Totals	312	211	152	48	35	29
Naval Architecture	15	14	12	9	8	6
Plumbers' Work.						
Theoretical	14§	12	9	..	..	..
Practical	14§	13	11	..	..	..
Totals	28	25	20	..	..	..

§ Preliminary Grade, City and Guilds of London Institute. ‖ Ordinary Grade, City and Guilds of London Institute.

	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.
Home Occupations.			
Cookery	65	54	39
Dressmaking	51	40	31
Millinery	41	34	27
Totals	157	128	97
Art Classes	24	20	15
Political Economy	25	18	15
Grand Totals of all Classes	**1216**	**925**	**718**
Total Number of Individual Students	744		

C.—LAIRD SCHOOL OF ART.—Session 1903-4.

	Class Entries for Session.	Effective Roll, 5th March, 1904.	Attendance for week ending 5th March, 1904.
Art Classes.			
Art Subjects	182	135	117
Art Embroidery	14	10	7
Wood Carving	22	16	10
Totals	218	161	134
Science Classes.			
Building Construction: Stage I.	15	8	3
Machine Drawing: Stage I.	18	15	11
Practical Plane and Solid Geometry: Stage I. ..	11	5	5
Mechanical Engineering	18	15	11
Totals	62	43	30

APPENDIX IV.

Number and Ages of Pupils in the Council Pupil Teacher Centre on December 31st, 1903.

STATUS.	13 and under 14.	14 and under 15.	15 and under 16.	16 and under 17.	17 and under 18.	18 and under 19.	19 and under 20.	20 and under 21.	Totals.
Preparatory Class	1	13	14	8	1	..	..	..	**37**
Candidates	1	2	10	9	5	..	..	..	**27**
Pupil Teachers—First Year	..	..	6	20	10	1	1	..	**38**
Do. Second Year	..	..	..	3	10	10	..	..	**23**
Do. Third Year	..	..	..	..	3	17	10	4	**34**
Matriculation Class	..	..	..	..	..	..	3	..	**3**
Totals	**2**	**15**	**30**	**40**	**29**	**28**	**14**	**4**	**162**

BIRKENHEAD:
E. GRIFFITH & SON LTD., CAXTON WORKS, HAMILTON STREET.